

THE PRELIMINARIES

A few opening words...

by best-selling author and speaker

JOSH MCDOWELL

Thinking Like a Christian is one of the most important Bible studies to come out in recent years. I don't say that lightly. Let me explain why I believe that is so.

At this very moment we are in the center of one of the greatest, deepest, and most rapid cultural changes ever in history. It started when the radical college students of the sixties began taking over the universities. By the 80's, things had progressed to the point that Francis Schaeffer stated we no longer live in a Judeo-Christian culture but in a *post-Christian* culture.

Cultural change is all around us. Nowhere is it more evident than on our university campuses. In the last 35 years, I've given over 23,000 talks in over 1,000 universities and 2,000 high schools in 100 countries around the world. And what I'm finding is this: these universities—which once had as their purpose the passing on of God's truth and wisdom to the next generation—now have as their mission the indoctrination of young people into a wholly different view of life. It comes out of a *secular* worldview, that is, ideas about the meaning and purpose of life are based on man's perspective instead of on God's.

The challenge for you and for me is to prepare a generation of Christians who can understand the times and who will know what to do. This means showing them that being a Christian is more than just having a personal experience with God—it means seeing all of life in light of God's truth. It means developing a consistent biblical worldview.

That is why this curriculum is so important. It is uniquely designed to guide followers of Jesus Christ into an encounter with biblical ideas. David Noebel has spent 40 years teaching these concepts to thousands of Christians who have come through Summit Ministries' conferences each year. It has been an eye-opening experience that has changed the lives of many.

My own son was one of those who came face to face with a biblical worldview at The Summit. It was by far one of the most significant conferences he has ever attended. The impact will affect Sean the rest of his life. My seventeen-year-old daughter Katie went through Summit's worldview curriculum in her high school. This has prepared her for college—not only to survive—but also to thrive in her walk with Christ.

Now, through this new *Worldviews in Focus* series, thousands more will be challenged to understand the times in which we live. Then, like the men from the small tribe of Issachar in 1 Chronicles 12:32, they will know what they should do.

I wish you the best as you disciple others to understand our times.



WORLDVIEWS IN FOCUS SERIES
THINKING LIKE A CHRISTIAN
Understanding and Living a Biblical Worldview

Leader's Guide for COLLEGE STUDENTS

INTRODUCTION TO THE CURRICULUM

This course lays a foundation for understanding a biblical worldview. You and those you teach will find this study an exciting adventure as a biblical Christian view of life comes into focus.

The study of worldview is an expansive one—seeking to cover ten major disciplines in a twelve-week period, but don't let the scope be intimidating. While each of the ten disciplines (theology, philosophy, biology, psychology, ethics, sociology, law, politics, economics and history) takes a life-time of study to plum the depths, the uniqueness of the text used in this course, *Thinking Like a Christian*, (based on *The Battle for Truth*, Harvest House, 2001) is its ability to summarize the essence of each discipline in a simple and understandable way.

This course lays the foundational principle upon which each discipline is built. Class members will soon grasp the significance of these diverse subjects and relate each one to basic biblical principles. This foundation is necessary before an edifice can be erected for personal Christian living and practical involvement with society. As the men of the small tribe of Issachar exemplified in the Old Testament, we must first *understand the times* before we will *know what to do* (1 Chronicles 12:32).

OVERVIEW OF CURRICULUM COMPONENTS

- A. **THE LEADER'S GUIDE:** Each lesson is designed for a 50-minute class period and includes a variety of creative approaches. Feel free to mix and match these creative elements to fit the personality of your class. Included on the CD are three resources that will aid your teaching:

1. **CREATIVE RESOURCES:** Class activities, worksheets, and handouts are located at the end of each lesson. Permission is granted to reproduce these resources for the members of your class.
2. **TEACHING OUTLINES:** So that you don't have to take the entire lesson plan with you as you teach, an abbreviated TEACHING OUTLINE for each lesson is provided. These are located within each lesson.
3. **DIGGING DEEPER:** If your group is up for a challenge, each lesson has optional projects for class members to pursue on their own and report on to the group. These are at the end of Lesson One.

B. **THE TEACHING TEXTBOOK:** The text on which this study is based, *Thinking Like a Christian*, is designed to give you additional background material for understanding each discipline. You should read and study the textbook as you prepare to teach each lesson.



C. **THE STUDENT JOURNAL:** The Student Journal is a resource to expand and enhance each student's understanding of the issues discussed in the lessons. The five short, daily exercises in the Student Journal include excerpts taken from the corresponding chapter in the text. It is arranged, however, in a creative way with different illustrations that are not in the text, giving the student a broader perspective related to that week's topic.

Note: Educational studies confirm that "spaced repetition" offers the best way to retain new information. In our secular culture, it is imperative that students learn how to navigate these important biblical concepts. For that reason, each student should have his or her own Student Journal and should be encouraged to complete it each week.



D. **THE VIDEO:** The video, *Thinking Like a Christian*, is a documentary-style learning tool that is integrated into each lesson. The video (60-minutes total running time) is divided into short segments covering each lesson. Each segment runs about five minutes. Note-taking outlines are located at the end of each lesson. The video may be utilized in one of three ways:

- a) **RECOMMENDED! WEEKLY VIEWING:** Each lesson plan has a suggested time to view one 5-minute segment of the video that corresponds to the topic for that lesson.
- b) **WEEKLY REVIEW:** View one video segment at the beginning of the next lesson as a review of the previous week's content, then ask a few review questions before beginning the next lesson.

- c) **END OF COURSE REVIEW:** Set aside one or two lessons for an interactive discussion based on the video. You can stop the video after each 5-minute segment for a brief discussion of the content.

COURSE OVERVIEW

WEEK # TOPIC:

- | | |
|---|-------------------------------------|
| 1. INTRODUCTION: Worldview Thinking | 8. LAW: Who makes the rules? |
| 2. THEOLOGY: What about God? | 9. POLITICS: What about government? |
| 3. PHILOSOPHY: What's real? | 10. ECONOMICS: What about money? |
| 4. BIOLOGY: What about life? | 11. HISTORY: What about the past? |
| 5. PSYCHOLOGY: What about human nature? | 12. WORLDVIEWS IN CONFLICT! |
| 6. ETHICS: What's right? | 13. (Optional) VIDEO REVIEW, Part 1 |
| 7. SOCIOLOGY: What about society? | 14. (Optional) VIDEO REVIEW, Part 2 |

SUGGESTIONS FOR PERSONAL STUDY & PREPARATION

INITIAL PREPARATION

Because of the scope of this course, begin preparing well in advance of the time to teach it. This is especially important if this is the first time you are teaching these concepts. The following three suggestions will help you develop a basic background for this course:

1. **STUDY THE TEXT:** Read the entire Chapter 1 in the text. This chapter points out the importance of this study and demonstrates the significance of understanding Christianity from a worldview perspective.

Next, read the summary section for chapters 2–11 dealing with the ten disciplines: Theology, Philosophy, etc. This will give you a sense of the scope and direction of the course. It will also enable you to set up a simple filing system (see #3 below).

Finally, read the entire Chapter 12. It explains that there are other worldviews vying for our attention, namely Secular Humanism, Marxism/Leninism, and Cosmic Humanism (Pantheism and Paganism). While the purpose of this course is not to elaborate on these other worldviews, it is important to have a sense of their opposition to Christianity and their individual and collective influence as shapers of our culture.

2. **EXPAND YOUR RESOURCES:** Those you teach want to know that the subjects they study in church or Bible study are relevant to their lives. The best way to accomplish this is to show them examples from current events. This opens their eyes to the significance of what is being taught and heightens their interest in the ideas being presented. It also takes learning out of the monochrome dustbin of history and splashes it into the Technicolor world of the present.

In order to have current illustrations, look for articles in the daily paper or weekly magazines that relate to the ten categories of the course. Articles may either confirm the biblical view or illustrate an opposing view. It is recommended that you subscribe to a conservative or Christian source in order to gain a balanced perspective on the news. Check out the list at the end of this introduction for additional resources. Other great sources for illustrations are popular movies and music.

TEACHING WORLDVIEWS E-SOURCE: We're offering additional illustrations and insights for creatively teaching worldview issues through a monthly email service. Each month, a new idea will come your way that is keyed to one of the ten worldview categories of this study. Taken from current events, popular music and movies, or quotes from famous people, each *Teaching Worldviews E-Source* comes with questions for discussion starters and links to articles that take you deeper into the issue, plus projects to get class members active in making a difference on the job or in their neighborhoods. We also provide links to articles or books for further study on that subject. To receive this monthly resource, sign up at www.summit.org/twe.htm. Archived copies beginning in January 2002 are available at the same address.

3. **SET UP A FILING SYSTEM:** A simple filing system can be started to keep track of current events and articles you find.



- Purchase a set of three-cut file folders.
- Label 10 left tab files according to the ten disciplines covered in this course, "THEOLOGY", "PHILOSOPHY", etc.
- As you come across an article in the newspaper that you want to save, write on the top left-hand corner of the article the discipline it corresponds to and place the article in the appropriate file. Then, for example, when you teach the lesson on Biology, you can look in that file for current examples on the creation/evolution debate.

- When a file becomes too full, you can divide the discipline into sub-units using the middle-tabbed folders. For example, Biology can be sub-divided into Darwinism, Intelligent Design Theory, Naturalism, Environmental issues, science education, etc.
- Use the right-hand tabs for keeping track of lesson plans, talks, or sermons related to the major discipline or sub-units of study.

WEEKLY PREPARATION

1. **PLAN AHEAD:** As you can see, this course does not lend itself to waiting until the last minute to prepare the lesson. You should set aside some time several days during the week to prepare for each week's lesson. Reading the text and reviewing this Leader's Guide are a part of that preparation.
2. **STAY CURRENT:** Continue to search the newspaper (don't forget the comic section), magazines, movies, or popular music for current illustrations to use in class. Throughout the course of study you will be encouraging class members to do the same. Each week, let them show you what they found before you bring out articles you have.

These suggestions should help you be prepared and equipped. Class members will pick up on your enthusiasm for the content and respond with renewed interest of their own!

We pray for God's blessings as you prepare the members of your study group to understand the times and play an active role in being salt and light in our increasingly tasteless and dark society.

We're praying for you and those you teach,

David A. Noebel
President

Chuck Edwards
Director of Bible Study Curriculum

Summit Ministries. . .

training servant leaders in worldview analysis,
equipping them to champion the Christian faith,
inspiring them to love God with their hearts *and* minds.

RESOURCE LIST

You may try one or more of the following resources. While we do not endorse everything that is printed in these resources, they generally will give a conservative, biblically oriented perspective on current events. (Note: prices are subject to change.)

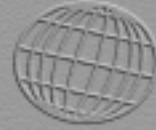
1. *The Journal*: A monthly publication from Summit Ministries, edited by David A. Noebel, the author of *Understanding the Times*, includes excerpts from books dealing with all ten disciplines covered in this course and represents all worldviews. \$15/year donation. (719) 685-9103. www.summit.org (Note: Also available in a monthly email format. Sign up online.)
2. *Teaching Worldviews E-Source*: A monthly email featuring timely ideas for teaching a biblical worldview to class members and adults. This resource creatively engages those you teach to interact thoughtfully with our culture. No charge. Sign up online at www.summit.org/twe.htm.
3. *World Magazine*: A weekly news resource from a Christian publisher, covering current local, state, national and worldwide issues in the news from a Christian perspective. \$49.95/year. 800-951-6397. www.worldmag.com
4. *Breakpoint*: A monthly commentary on faith and culture presented by Chuck Colson and an excellent, concise treatment of ideas from every area of study. \$45.00/year. 800-457-6125. www.breakpoint.org (Note: Also available in a daily email format. Sign up online.)
5. *Human Events*: A weekly conservative newspaper with articles and commentaries on national and international news is a counter-balance to the liberal press' biased reporting on current issues. \$50.00/year introductory rate. 800-787-7557.
6. *Citizen*: A monthly magazine from Focus on the Family dealing with a variety of current issues related to Christian morality, government and the family. \$20.00/year. 800-232-6459.
7. *The Real Issue*: A 10-page bulletin published five times a year by Christian Leadership Ministries, the faculty ministry of Campus Crusade for Christ. It deals with current trends on university campuses with subjects that range from the creation/evolution debate to the "politically correct" wars on campus. This is very important information for class members who may attend state-supported universities. No charge. (214) 490-7770. www.leaderu.com

8. *Imprimis*: A 6-page publication from Hillsdale College featuring a monthly article from a conservative author, politician, or businessperson. A wide range of issues is covered including economics, law, politics, education, etc. No charge. 800-437-2268
9. *Campus*: Published three times a year, this conservative publication is written and edited by college class members. Each issue describes current happenings on college campuses across America (everything from "Condom week" to the latest ranting of liberal professors). No charge to class members and faculty. All others \$10.00/year. (800) 526-7022.

BIBLIOGRAPHY: *Understanding the Times*, David A. Noebel; *Mind Siege*, Tim LaHaye and David A. Noebel; *Against the Night and Kingdoms in Conflict*, Chuck Colson; *Children At Risk*, James Dobson; *Lifeviews*, R. C. Sproul; *Making Sense of Your World*, W. Gary Phillips & William E. Brown; *The Universe Next Door*, James Sire; *A Christian Manifesto*, Francis Schaeffer.

LESSON ONE

INTRODUCTION: WORLDVIEW THINKING



OVERVIEW

KEY CONCEPT: Jesus Christ is the basis of a Christian worldview.

KEY VERSES: Colossians 2:6-7

Therefore as you have received Christ Jesus the Lord, walk in Him, ⁷rooted and built up in Him and established in the faith, just as you were taught, and overflowing with thankfulness.

OBJECTIVES: By the end of this lesson, each student should be able to

- ... explain how the Bible is as current as today's newspaper—relating to all areas of life.
- ... define the term, "worldview."
- ... defend the concept that a follower of Christ considers all of life sacred.

LESSON SUMMARY

The introductory lesson is intended to orient students to the concept of thinking in terms of a worldview—understanding all of life as a connected whole. First, we define a worldview as consisting of ten categories, or disciplines of study: theology, philosophy, biology, psychology, ethics, sociology, law, politics, economics, and history.

Then, we make the case that Christianity addresses each of these ten disciplines and is therefore a total worldview. Most Christians have never thought of their Christian life in this way. It is truly a mind-expanding experience!

Each lesson in this study is designed to focus on a single issue by approaching at it from various angles. This method reinforces the objectives for lasting impact.

LESSON PREPARATION

READ THE TEXT: *Thinking Like A Christian*, Chapter 1: Thinking About Worldviews.

CREATIVE TEACHING ACTIVITIES AND HANDOUTS: Activities and handouts are located at the end of each lesson. Everything you need for each lesson is located in the computer folder for that lesson.

- See the lesson outline II.A. to decide how you want to present the lyrics to the song *My World View*; either through handouts or by making an overhead cell. **OPTIONAL:** Secure a copy of the song *My World View* by Audio Adrenaline (from their 1993 CD, *Don't Censor Me*, available online from CDNow.com) and have a CD player available to play it in class.
- Look through the newspaper during the week and find 8 TO 10 articles that deal with different topics. It's easier to handle if you tape each article to an 8½ X 11 piece of paper. Review III. A.5 for examples of how these articles will be used and what you need to be able to say about each one.
- Have a pen or pencil for each student.
- For each student make a copy of the handouts, "Genesis Study" "Categories that Make a Worldview," "Redemptive Order Chart," and the video note-taking outline for the Introduction.
- VIDEO:** Preview the five-minute opening segment, "The Biblical Christian Worldview." This section has a brief discussion on the difference between the secular and sacred, and then gives an overview of the history of the Bible. Stop the tape when the "Theology" title appears. Then, to prepare the tape for showing in class, rewind it to the opening title, "The Biblical Christian Worldview."

LESSON ONE: INTRODUCTION
TEACHING OUTLINE

I. INTRODUCTION

A. SCHAEFFER QUOTE

1. What did Schaeffer mean?
2. 500 PIECE PUZZLE

B. TRANSITION: What is the "big picture" that gives meaning to the individual parts? What is a worldview?

II. WORLDVIEW DEFINITION

A. *MY WORLD VIEW* SONG

1. How is worldview defined?
2. What is the foundation for our worldview?
 - a. COLOSSIANS 2:6-8:
 - (1) What is meant by philosophy and empty deceit?
 - (2) In what ways are we captured by philosophies that stem from human tradition?
 - (3) EXAMPLE: Moral Relativism among Christians.
 - (4) How is Jesus the basis for building a worldview or biblical philosophy of life?

B. TRANSITION: But does the Bible relate to ALL of the different issues of life?

III. THE BIBLE HAS A WORLDVIEW

A. HEADLINE NEWS

1. RELATES TO THE BIBLE
2. DOES NOT RELATE TO THE BIBLE

3. RE-ARRANGE ARTICLES

4. SUMMARY: As you can see, the Bible is as current as today's newspaper!

B. WORLDVIEW CATEGORIES

1. HANDOUT: "Categories That Make A 'Worldview.'" Read and DISCUSS:

2. SAY: If we put all of these ten areas together, we would have a total view of the world. Let's look at several chapters of the first book of the Bible, Genesis.

C. GENESIS STUDY

1. WORKSHEET: "Genesis Study."

2. DISCUSS: From this we see that every area of life relates back to God. The Bible presents us with a total world and life view.

IV. VIDEO:

- A. Introduce video
- B. REDEMPTIVE ORDER CHART

V. PERSONAL APPLICATION:

A. 1 Chronicles 12:32.

1. ASK: We are told that this small tribe in Israel was characterized by two things. What are they?

2. Our goal for the next 11 weeks is...

B. PRAYER:

VI. ACTION POINT: FAMILY PROJECT—Discuss article from today's paper.

LESSON OUTLINE

NOTE: Words printed in **bold type** are only suggested dialogue for the leader as a model for how the lesson might be verbalized. Suggested answers to the questions are in (parentheses). DURING THE LESSON, THE LEADER SHOULD *NOT* READ DIRECTLY FROM THE LEADER'S GUIDE.

BEFORE CLASS:

- Before class begins, write the Schaeffer quote (See I. A.) on the board, or display on an overhead cell.
- As students come into the room, ask several to read one of the articles you collected and be able to summarize it to the class. Ask them to summarize the big idea in one or two sentences. You are not looking for the details but just the major idea of the article. Do this for each of the articles you have.

I. INTRODUCTION:

- A. SCHAEFFER QUOTE: Read the following quote by Francis Schaeffer, the Christian philosopher and author who wrote in the mid-1980's the following: "The basic problem of the Christians in this country in the last eighty years or so, in regard to society and in regard to government, is that they have seen things in bits and pieces instead of totals." (Francis A. Schaeffer, *A Christian Manifesto* (Westchester, IL: Crossway, 1981), p. 17).
 - 1. ASK: **What do you think Schaeffer meant by this?** (Christians in American see Christianity like the various pieces of a puzzle, the "bits and pieces," but they faith to see the over-all big picture, i.e. how the pieces fit together into a coherent whole.)
 - 2. SAY: **Visualize a 500-piece puzzle. What do you have to have in order to put one of those together?** (The picture, usually on the box top.)
- B. TRANSITION: **What is the big picture that is missing for Christians today? The box top that makes sense of and gives meaning to the individual parts. In order to understand this, we need to define a word. That word is "WORLDVIEW."** Write the word WORLDVIEW on the board. **Exactly what is a worldview?**

II. WORLDVIEW DEFINITION

A. *MY WORLD VIEW*: Hand out copies of *My World View* (or display on an overhead cell) of as you SAY: **Listen to this song by Audio Adrenaline called, *My World View*. As I play the song, follow the words on your handout.** NOTE: If you don't have the music, just use the handout or put the words on an overhead.

1. ASK: **In this song, how is worldview defined?** (It's how I see the world; it's how I look at you.) Discuss these two aspects of a worldview by asking questions such as:
 - a. **What areas of your life would be included in the phrase, it's how I see the world?** (Various answers.)
 - b. **What would be included in the second phrase, "it's how I look at you"?** (Various answers.)
2. ASK: **According to the words of this song, what is the basis, or foundation for our worldview?** (Jesus.)
3. DISCUSS COLOSSIANS 2:6-8: Have students turn in their Bibles to Colossians 2:6-8. Call on someone to read the verses and discuss the following:
 - (1) ASK: **What is meant by the terms philosophy, empty deceit, and human tradition?** (Philosophy is another term for worldview. Some philosophies are empty, without substance, and deceptive. They are like a bowl of plastic fruit—they look good from a distance but on closer inspection are found to not be the real thing. These deceptive philosophies are based on man's ideas, instead of God's truth.)
 - (2) ASK: **In what ways are we captured by philosophies that stem from human tradition?** (We are captured by the ideas presented.)
 - (3) EXAMPLE: **For example, surveys indicate that the majority of Christians do not believe that morals are absolute; instead they believe that all moral choices are relative. As we will discover in our lesson on ethics, this deceptive idea is wrong. Yet it has captured the minds of most Christians today.**

(4) ASK: **How is Jesus the basis for building a worldview or biblical philosophy of life?** (Jesus is the foundation from which we build up our understanding of the world.)

B. TRANSITION: **But does the Bible relate to ALL of the different issues of life? To answer that question, lets look at this week's newspaper.**

III. THE BIBLE HAS A WORLDVIEW

A. HEADLINE NEWS: Announce that you had given news articles from this past week's paper to several students and that you want them to decide whether the Bible has anything to say about that idea or subject. If it does, place the article on the left side of the table at the front of the room. If they think that the article does not relate to the Bible, then place it on the right side of the table. Allow time for everyone to place his article on the table.

1. "RELATES TO THE BIBLE" SIDE: Start with one of the articles on the "Relates to the Bible" side. ASK: **Who had this article? What is your article about? What's the big idea of it?** After he/she responds, ASK: **Does the Bible have anything to say about that topic?** Continue to point out articles and ask the same questions, prompting where needed, until all the articles on that side have been discussed.
2. "DOES NOT RELATE" SIDE: Next, discuss each of the articles under the heading "Does NOT Relate to the Bible." ASK: **Who had this article? What is your article about, what's the subject?** After he/she responds, ASK: **Does the Bible have anything to say about that topic?** (Various answers.) Lead the discussion by showing students how the general subject of each article relates to one of the categories of this course. Don't show them the handout, "Categories that make a Worldview," yet, but use it as your guide in summarizing the subject of each article.
3. ARRANGE ARTICLES: As each article is discussed, move it over to the "Relates to the Bible" side. Rearrange the articles as the discussion continues until all the articles are on the "Relates to the Bible" side. SAY: **By placing all the articles on the "Relates to the Bible" side, we have drawn a very important conclusion. We have discovered that everything in life relates to ideas found in the Bible. All these topics have religious, or sacred implications. We see that there are no secular events; all are sacred because they are part of God's design for the world.**

4. NOTE: Try to find articles that relate to each of the ten categories of this study. It will help you to think through all the articles before teaching the lesson to make sure you can relate them to at least one of the categories. REMINDER: Do not show the ten categories to your class yet. That will come later in the lesson. The following examples may help you as you plan this aspect of the lesson:
 - a. As this lesson is being written, an F.B.I. agent was arrested for being a double agent. Since the man was caught for lying, that relates to Ethics, an area that the Bible addresses.
 - b. Another article in the news is the crash of an airliner. The question this raises is "What is the cause of the accident?" While people are looking for a direct cause, it also matters if you believe in God or not. Is God in sovereign control of everything that happens? This relates to Theology. The Bible addresses this issue. REMINDER: do not get into a discussion about God's sovereignty at this time. Stay to the point that the Bible *does* relate to the issue found in the news. Then move on to the next article.
 - c. *NOTE: Don't let the above discussion go too long.* Keep the discussion brief and to the point. The issue here is not to elaborate on each article but only to make the point that the Bible relates to the subject matter of each article. Practice this with your spouse or friends at work! It's a great mental exercise.
5. SUMMARY: **As you can see, the Bible is as current as today's newspaper! The Bible relates to ALL areas of life.**

B. WORLDVIEW CATEGORIES:

1. HANDOUT: Give each student the handout, "Categories That Make A 'Worldview.'" SAY: **Each of these categories is a major discipline of study. Even though each one takes a lifetime of study to master, they each focus primarily on one or two themes. These themes are expressed in our study by a short definition and then a key question for that category.** Review with the class each of the ten categories that make up a total worldview.

NOTE: Some students may ask where popular culture, i.e., art, literature, music, and movies come into a worldview. There are two options: you could either have an eleventh category for "The Arts," or these areas can be subsumed under "Sociology" as a means of expressing ourselves in society.

2. **SAY: Each of these worldview categories is like one piece of a puzzle. If we put all of these ten disciplines together, we have a total view of everything, or a worldview. The Bible has something to say about each of these ten areas. To demonstrate that, let's look at several chapters of the first book of the Bible, Genesis.**

C. GENESIS STUDY:

1. Provide students pencils as you give them the handout, "Genesis Study." **SAY: Read the following verses silently and write in the blank which worldview category relates to that verse.** Allow 4 or 5 minutes for writing.
2. **DISCUSS:** After 5 minutes, ask what they put in the blanks. There may be more than one category that fits. Then **SAY: The Bible presents us with a personal relationship with God. Through the application of that relationship, it shows us how we are to live in every area of life. From this we see that every area of life relates to God. Every area is religious, or sacred. Nothing in life is secular. The Bible presents us with a total world and life view.**

IV. VIDEO:

- A. To review some of the points of this lesson, introduce the video by telling students to listen carefully to the difference between the secular and the sacred and how the Bible presents a story of God's interaction with mankind throughout history.
- B. **REDEMPTIVE ORDER CHART:** Review the video by handing out the "Redemptive Order Chart" as you remind the class of the earlier exercise where news articles were all related to the Bible. During the video, Del Tackett mentioned the issue of the difference between the secular and the sacred. Relate those two ideas to show that they are describing the same idea—everything relates to the Bible and is sacred. Then link this idea with the biblical evidence of God's redemptive order by filling in the redemptive order chart. Suggested answers are found in the completed chart in Appendix B of the textbook. Review the entire chart to show that these ten categories are not artificially constructed, but that God's created order reveals these categories to be a part of His overall design.

V. PERSONAL APPLICATION:

- A. SAY: **Turn in your Bible to 1 Chronicles 12:32.** (Call on someone to read it aloud.)
1. ASK: **We are told that two things characterized this small tribe in Israel. What are they?** After they respond, summarize by SAYING: **First, they understood the times. Second, they knew what their nation should do.**
 2. SUMMARIZE: **Our goal for this course is to show how the Bible relates to a total way of looking at the world so that you will *understand the times in which we live.* Then you will *know what you should do to be salt and light in our increasingly tasteless and dark society!***

B. CLOSE IN PRAYER

VI. ACTION POINTS:

- A. ARTICLE: Ask students to bring at least one news article next week to share with the rest of the class.
- B. DIGGING DEEPER: To challenge students to think more deeply about worldviews, suggest they do the "Digging Deeper" exercises for Lesson 1 located at the end of this lesson.

IMPORTANT: PLAN AHEAD FOR THE NEXT LESSON

⇒ **BULLETIN BOARD IDEA**

*Before the next lesson use a bulletin board or large piece of paper, 4'X6', to draw a large puzzle with 11 pieces. Label each piece as one of the worldview categories, i.e. Theology, Philosophy, etc. *See "Sample Bulletin Board" in Lesson Two. You will use this next week to accumulate the articles brought in by you and the students. Then, each week, encourage students to find additional articles or ideas that relate to the discipline being studied and tape it onto that piece of the puzzle. **THE BULLETIN BOARD WILL SERVE AS AN OBJECT LESSON AND FOCAL POINT FOR THE ENTIRE STUDY.***

My World View

BY: Audio Adrenaline

don't censor me, 1993

I want to see the world through Jesus' eyes, see through Jesus' tears.
I want to see the world through Jesus' eyes, my vision's not as clear.
I want to feel the world with the hands that made it, know the pain and appreciate it,
Hear their cries and hope to understand.

chorus

My world view, it's how I see the world, it's how I look at you.
My world view, it's how I see the world, would you like to see it too?
My world view.

I want to place my foot upon the rock, the rock that doesn't move.
For upon the rock the Kingdom's built, and here's the Kingdom view.
I see creation and I see Adam's fall, I see through the years and I can see it all.
All things come together for the good.

chorus II

My world view, it's how I see the world, it's how I look at you.
My world view, it's how I see the world, would you like to see it too?
My world view, it's how I see the world, would you like to see it too?
My world view. Coming into view, coming into view, coming into full view.

chorus III

My world view, I can see, I can see it forever.
It's how I see the world, it's how I look at you.
My world view, coming into view, coming into full view, it's how I see the world,
would you like to see it too?

1993, Up In the Mix Music (BMI). All right administered by E.M.I. Christian Music Publishing

categories that make a **WORLDVIEW**

discipline:	definition / key question
theology:	The study of the existence, nature, and attributes of God. <i>What about God?</i>
philosophy:	The attempt to discover an explanation for the whole of existence or reality. <i>What's real?</i>
biology:	The study of the origin and development of living organisms. <i>What about life?</i>
psychology:	The study of the soul, mind, and spirit. <i>What about human nature?</i>
ethics:	The study of what is right and wrong behavior. <i>What's right?</i>
sociology:	The study of social institutions and society. <i>What about society?</i>
law:	The study of the basic principles of nature and human conduct that are expected to be observed. <i>Who makes the rules?</i>
politics:	The art of governing a city, state, or nation. <i>What about government?</i>
economics:	The management of resources, whether by an individual or a society. <i>What about money?</i>
history:	The study of past places, persons and events and how they influence the present and the future. <i>What about the past?</i>

GENESIS STUDY

NOTE TO LEADER: While the verses listed below do not fully develop the categories, they do relate to the categories indicated. These disciplines are expanded later in the Bible and by Christian theologians and philosophers who use principles of the Bible to elaborate and broaden these basic ideas.

Read each of the following passages from Genesis and write in the "worldview" category that relates to it.

- 1:1 - "In the beginning God..." Theology
- 1:1 - "...God created the heavens and the earth..."
Theology/Philosophy
- 1:21 - "So God created the large sea-creatures and all living creatures that move and swarm . . . according to their kinds." Biology
- 2:7 - "...and man became a living being." Psychology
- 2:9 - "...the tree of the knowledge of good and evil." Ethics
- 2:16 - "...the Lord God commanded the man, '... from the tree... you must not eat'" Law/Ethics
- 2:24 - "This is why a man leaves his father and his mother and bonds with his wife..." Sociology
- 6:9 - "This is the account of Noah..." History
- 9:6 - "Whoever sheds man's blood, by man his blood will be shed..." Politics
- 42:3 - "Then ten of Joseph's brothers went down to buy grain from Egypt." Economics

genesis *study*

Read each of the following passages from Genesis and write in the worldview category or categories that relate to it.

1:1 - "In the beginning God..." _____

1:1 - "...God created the heavens and the earth..." _____

1:21 - "So God created the large sea-creatures of the sea and all living that move and swarm . . . according to their kinds." _____

2:7 - "...and man became a living being." _____

2:9 - "...the tree of the knowledge of good and evil." _____

2:16 - "...the Lord God commanded the man, '... from the tree of the knowledge of good and evil you must not eat..." _____

2:24 - "This is why a man leaves his father and his mother and bonds with his wife..." _____

6:9 - "This is the account of Noah..." _____

9:6 - "Whoever sheds man's blood, by man his blood will be shed..." _____

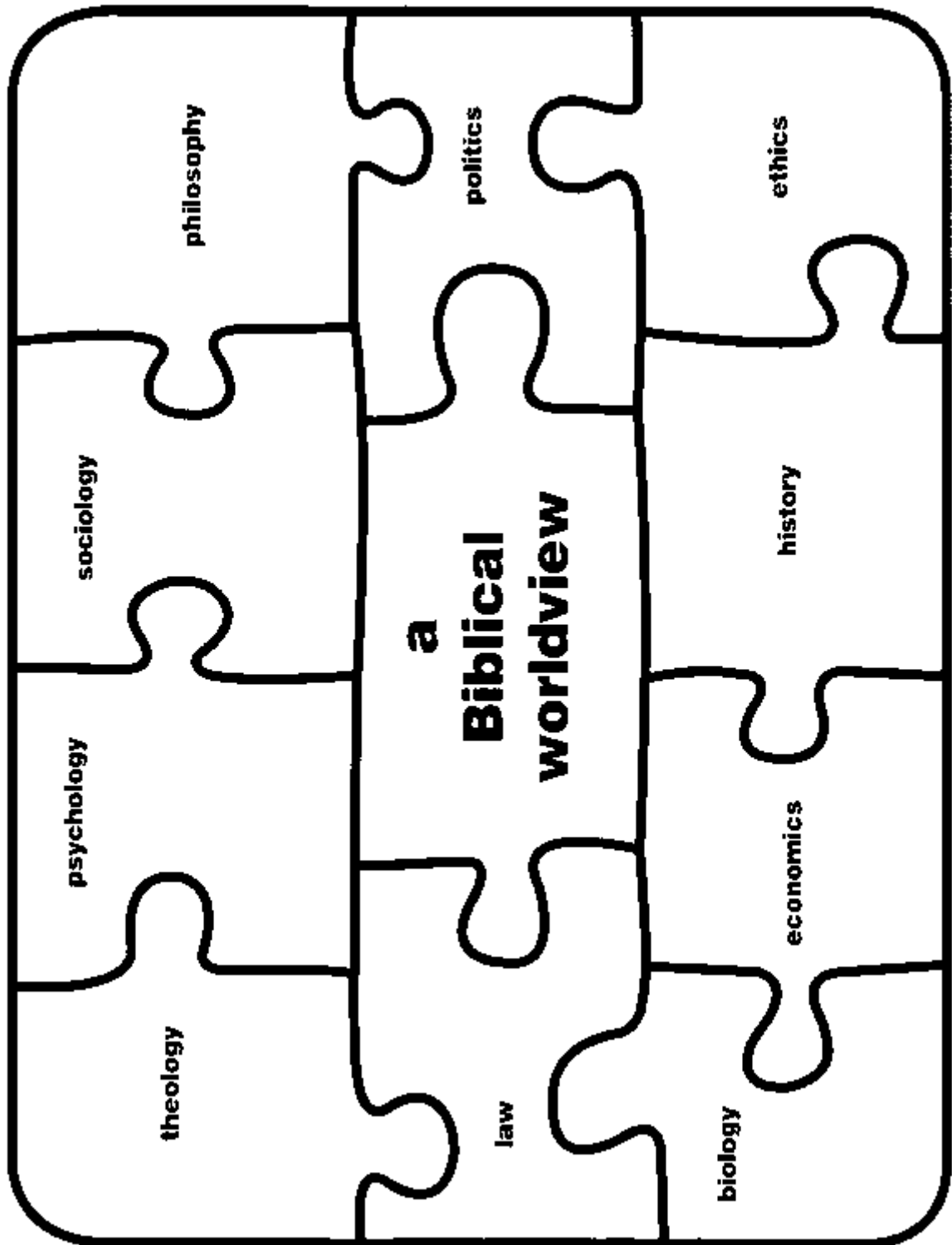
42:3 - "Then ten of Joseph's brothers went down to buy grain from Egypt." _____

genesis
study

God's Creative and Redemptive Orders

CATEGORY	CREATIVE ORDER (God's creative activity in the world)		REDEMPTIVE ORDER (Christ's role in the world)	
	THEOLOGY	Gen. 1:1	God is!	Col. 2:9
PHILOSOPHY	Gen. 1:1	1) Time 2) Creation 3) Heaven 4) Earth	<i>John 1:1</i> Col. 2:3	
BIOLOGY	Gen. 1:21	Created "kinds"	John 1:4	
PSYCHOLOGY	Gen. 2:7	Man is a living soul	Luke 1:46-47	
ETHICS	Gen. 2:9	Good / Evil	John 1:9	
SOCIOLOGY	Gen. 1:28	Family = Fruitfulness	Luke 1:30-31	
LAW	Gen. 3:11	Command	Gen. 49:10	
POLITICS	Gen. 9:6	Justice for crime	Rev. 19:16	
ECONOMICS	Gen. 1:29	Food = basic economic principle	Psalm 50:10-12	
HISTORY	Gen. 3:15	Future seed of woman	Rev. 22:13	

Sample bulletin board idea



The Biblical Christian Worldview

Students: As you view the video, take notes by filling in the blanks and answering the following questions.

INTRODUCTION to a Biblical Worldview

- a. Many people believe that _____ should remain private and should have nothing to say about philosophy, politics, psychology, economics, biology, or law. Religion should be kept out of the public square.

- b. But the _____ speaks to every area of life.
 - i. Genesis 1:1 — theology, philosophy
 - ii. Genesis 2:9 — ethics
 - iii. Genesis 1:21 — biology
 - iv. Genesis 1:26-28 — psychology, sociology
 - v. Genesis 9:6 — politics and law
 - vi. Revelation 1:8 — history

- c. A Brief History of Christianity:

The Biblical Christian Worldview

INTRODUCTION to a Biblical Worldview

a. Many people believe that religion should remain private and should have nothing to say about philosophy, politics, psychology, economics, biology, or law. Religion should be kept out of the public square.

c. But the Bible speaks to every area of life.

- i. Genesis 1:1 — theology, philosophy
- ii. Genesis 2:9 — ethics
- iii. Genesis 1:21 — biology
- iv. Genesis 1:26-28 — psychology, sociology
- v. Genesis 9:6 — politics and law
- vi. Revelation 1:8 — history

c. A Brief History of Christianity:

DIGGING DEEPER

PROJECTS FOR ANALYSIS OF WORLDVIEW ISSUES

- ❑ SUMMARY OF *THE SOUL OF SCIENCE*: For more information about how a biblical worldview led to modern science, see chapter 1 of *The Soul of Science: Christian Faith and Natural Philosophy*, by Nancy Pearcey and Charles Thaxton. Write a paragraph summarizing the chapter.

- ❑ REPORT ON SCIENTISTS: Study the lives of the early modern scientists such as Kepler, Newton, Cuvier, Faraday, Morse, or Pasteur. You might start your search by looking over the article, "Bible-Believing Scientists of the Past," at www.icr.org/pubs/imp/imp-103.htm or the article "Scientists and their Gods" at <http://www.leaderu.com/offices/schaefer/docs/scientists.html>. Choose two or three of the scientists from the above list and give an oral report of each of their accomplishments and Christian faith.

LESSON TWO

THEOLOGY: WHAT ABOUT GOD?



OVERVIEW

KEY CONCEPT: Jesus Christ is the fullness of God.

KEY VERSE: Colossians 2:9

For in Him [Christ] the entire fullness of God's nature dwells bodily, . . .

OBJECTIVES: By the end of this lesson, each student should be able to

- ... relate how the foundation of a worldview depends on the nature of God (Theology).
- ... state three important characteristics of God: He rules, He relates to His creation, and He is Righteous.
- ... relate those characteristics of God to his own relationship with God.

LESSON SUMMARY

"Is there a God?" and "What is the nature of God?" are questions that have been debated for centuries. That debate continues to this day. Yet, the essential foundation of Christianity rests on the premise that "God is!"

In this second lesson, students are introduced to three important aspects of God's nature: He is the *ruler* of the universe; He is *relational* with mankind; He is *righteous* in all His ways. The three characteristics are easy to remember; yet they encompass the major attributes of God.

For example, under the concept of Ruler are the qualities of Omnipotence (all-powerful), Omnipresence (all-present), and Omniscience (all-knowing). God's Relational quality encompasses His creation of mankind to be in relationship with Him, including facets of His love, forgiveness, and grace. The fact that God is Righteous implies that He is Holy and judges sin.

Using these three attributes of God makes it easy to show how His character is consistent. For example, God sent Jesus to become a man (because God rules, He has the power to invade humanity) to die for our sins (because God is righteous, He demands payment for our sin problem) in order to restore fellowship with those who accept His offer of forgiveness (because God is relational, He desires our fellowship).

In this lesson students are shown how these characteristics of God are essential to having a personal relationship with Him through Jesus Christ.

LESSON PREPARATION

READ THE TEXT: *Thinking Like a Christian*, Chapter 2: Theology.

CREATIVE TEACHING ACTIVITIES AND HANDOUTS: Activities, worksheets, and handouts are located at the end of each lesson.

- Make copies for each student of the three worksheets, "What is the nature of God?," "How God Relates To Me," and "My Christian Worldview of Theology," and the Video Note-taking outline for Theology.
- Have a pencil and Bible for everyone.
- VIDEO: Preview the five-minute segment on Theology. This section features Dr. Norman Geisler describing three arguments for God's existence, a discussion on the difference between General and Special revelation, and how the Old Testament prophecies concerning the Messiah confirm that Jesus is God in the flesh. Stop the tape when the Philosophy title appears. Then, to prepare the tape for showing in class, rewind it to the title, Theology.

LESSON TWO: THEOLOGY
TEACHING OUTLINE

REVIEW ARTICLES

I. INTRODUCTION

- A. HOUSE ILLUSTRATION: What is the most important part of a house?
- B. WORLDVIEW PUZZLE. Which of the ten categories is foundational? Why?
- C. DIAGRAM: WHAT ABOUT GOD?
- D. TRANSITION

II. WHAT ABOUT GOD?

- A. SCENARIO: "How do you know there is a god?"
- B. VIDEO
 - 1. Review
 - 2. Joad Quote

III. THE WORLDVIEW CONNECTION

- A. HANDOUT: "What is the nature of God?"
 - 1. DISCUSS
 - a. How does a belief in God affect what you think about each category?
 - b. What if there is no God?
 - 2. SUMMARY

IV. GOD'S REVELATION TO US

- A. DISCUSS: General and special revelation.
 - 1. ASK: How is God's character revealed through the natural world?
 - a. ASK: When we look at the natural world, can we know general things about God or specific things?
 - b. ASK: What do we need in order to find out specific things about God?
 - 2. SPECIAL REVELATION is . . .
- B. THREE CHARACTERISTICS OF GOD
 - 1. DIVIDE THE CLASS
 - 2. THE THREE "R'S" WORKSHEET

C. IMPLICATIONS OF GOD'S CHARACTER

1. GENERAL QUESTIONS

- a. What characteristics might you find in a person who is good at relating to other people?
- b. How would a righteous person behave in private or in public?
- c. What characteristics define a ruler?

2. DISCUSS "GOD IS . . ."

- a. DISCUSS: God is Ruler
 - (1) What if God were ruler but not relational?
 - (2) What if God were ruler but not righteous?
- b. DISCUSS: God is Relational:
 - (1) What if God were relational but not righteous?
 - (2) Can you think of an illustration?
- c. DISCUSS: God is Righteous
 - (1) What if God were righteous but not ruler?
 - (2) What if God were righteous but not relational?

d. DISCUSS OTHER CHARACTERISTICS

- 3. SUMMARY: These three characteristics are reference points to understanding God's nature.

V. PERSONAL APPLICATION

A. "HOW GOD RELATES TO ME" HANDOUT

- B. CLOSING REMARK: In the coming weeks, we will build on our foundation of Theology as we explore the implications for each category of a worldview.

C. PRAYER

VI. ACTION POINTS

- A. EXPLORING THE WORLD OF IDEAS
- B. ON THE STREET: "What is your concept of God?"

LESSON OUTLINE

NOTE: Words printed in **bold type** are only suggested dialogue for the leader as a model for how the lesson might be verbalized. Suggested answers to the questions are in (parentheses). DURING THE LESSON, THE LEADER SHOULD *NOT* READ DIRECTLY FROM THE LEADER'S GUIDE.

BEFORE CLASS: You might want to have Audio Adrenalin's song, "My World View," playing in the background as members come into class.

AS CLASS BEGINS: Have students summarize before the rest of the class any articles they brought and place them on the bulletin board in the appropriate piece of the worldview puzzle.

NOTE: Articles often can fit into more than one category. Help students discern the category that best fits the big idea of the article. For example, if a man is standing trial for murdering his wife, then this involves law (the law against murder and the trial process), sociology (family relationships), and ethics (murder is wrong). The best category to put this under is ethics because if he had not committed murder, the other categories would not be affected. There is room for differences of opinion on which category is best, but having students think it through is a good exercise in critical thinking and launches them on their way to *worldview* thinking.

I. INTRODUCTION

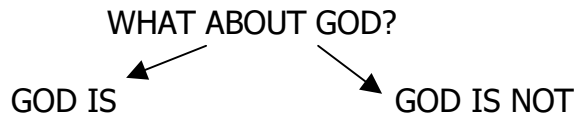
A. HOUSE ILLUSTRATION: Draw a simple outline of a house on the board, including the foundation.

1. SAY: **Think with me about the structure of a house. What is the most important part of a house?** (The foundation.) **Why?** (If it's not stable or solid, then the whole structure will fall.)

2. THE POINT: **In building a house, the foundation is the first and most important part. In a similar way, when we think about building a worldview, we need to start with the foundation.**

B. WORLDVIEW PUZZLE. Point to the worldview puzzle on the bulletin board as you ASK: **Which of the ten categories do you think is foundational to the rest? Why?** (Theology, because how one answers the question about the existence and nature of God has implications for how he addresses every other discipline.) SAY: **Today, we'll learn about the foundational area of Theology. Theology comes from two Greek words, "theos" meaning God and "logos" meaning knowledge or study. Theology answers the question: Is there a God and what is the nature of God? Or, to put it simply: What about God?**

- C. DIAGRAM: Draw the following diagram on the board as you SAY:
Basically there are two ways that people have answered the question: WHAT ABOUT GOD? Either GOD IS or GOD IS NOT.



1. SAY: **People who believe God is are called "theists." Those who believe "God is not" are called "atheists." Surveys indicate that over 90% of Americans believe in God. Less than 10% admit to being atheists.**

II. WHAT ABOUT GOD?

- A. TAKING AN ATHEIST TO LUNCH: Relate the following scenario to your class: One day you meet a new student on campus. Being the Good Samaritan that you are, you invite the new guy, Skip, out for lunch. As you are munching on your pizza supreme, Skip shows you his membership card in the American Atheist Association. You weakly mumble that you are a Christian. Skip then asks you a question that makes you choke on your pizza and leaves a string of cheese dangling from your mouth: *"So, you're a Christian. Tell me, how do you know there is a god?"* At that precise moment, the entire restaurant grows strangely silent and every person in the room turns and looks at you! ASK THE CLASS: **NOW . . . WHAT DO YOU DO?** NOTE: You can play this out in one of two ways: either ask the question rhetorically and offer the following multiple choice answers:
1. Drop to your knees and pray for God to help you.
 2. Start gagging on your pepperoni, rush into the restroom and hide in one of the stalls until Skip gives up and leaves.
 3. Slurp up the cheese string with confidence, stand on top of the table and give a 30-minute discourse on St. Aquinas's five arguments for the existence of God.
 4. Whip out your cell phone, dial up your pastor and hand the phone over to Skip.
- OR allow several students to give a brief response.
- B. SAY: **While you might not actually do any of the above, it's still a little scary to think of the best way to answer the question Skip was asking: How do you know that God is real? Many Christians respond that they believe in God by faith, but what is faith? Is it a blind acceptance of something for which there is no proof, or are there reasons to believe?**

- C. VIDEO: Give each student a note-taking outline as you SAY: **watch carefully the following video segment and listen for several arguments for why a belief in God is rational.** Play the Theology video segment. Stop the tape at the title, Philosophy.
1. REVIEW the three arguments presented by Dr. Norman Geisler, i.e. the Cosmological, Teleological, and Moral arguments by asking the class which seems the most compelling to them, and why. Allow a short DISCUSSION.
 2. JOAD QUOTE: Tell your class about C.E.M. Joad, an English atheist, philosopher, and contemporary of atheist Bertrand Russell who converted to Christianity later in life and wrote *The Recovery of Belief* shortly before his death in 1953. Write the following sentence on the board and have students determine which worldview category is reflected in each underlined phrase: **C. E. M. Joad was a seeker of truth (Philosophy) who was studying human nature (Psychology) and came to realize that men were moral creatures (Ethics) which led to his conclusion that there must be a God (Theology).** Discuss the idea that Joad discovered the God of the Bible by contemplating morality. Then observe the worldview connections between the various disciplines and the fact that all the pieces fit together to form a coherent whole (refer to the pieces of the worldview puzzle).

III. THE WORLDVIEW CONNECTION

- A. THE WHOLE OF EXISTENCE: Give students the worksheet, "What is the nature of God?" Have them look at the quote on the top of the sheet as you read, "**Theism, the belief that God is, and atheism, the belief that God is not, are not simply two beliefs. They are two fundamental ways of seeing the whole of existence. The one, theism, sees existence as ultimately meaningful, as having a meaning beyond itself; the other sees existence as having no meaning beyond itself.**"
1. DISCUSS: **Think about that statement for a minute. If God is at the center, or foundation, of your worldview, how does that affect the other nine disciplines. Choose one of the categories from the board. How does a belief in God affect what you think about that category?** (Pause for discussion.) **And what happens if God is not the foundation? Who replaces God?** (See if there is a consensus that man would replace God as the center

of knowledge. You might relate this to the passage covered in the last lesson: Colossians 2:6-8.)

2. **SAY: Someone choose one of the other categories from our worldview puzzle on the wall and let's discuss how a view of God relates to that area.** Select a volunteer to name a category, for example Biology. Then ask for a volunteer to suggest how a theist would answer the question: What is the origin of life? This is the question taken from the first lesson's handout, "Categories that make a Worldview." Next, ask for a volunteer to suggest how an atheist might answer that same question. Then ask for another volunteer to select another category and use the handout to ask the question associated with it. Do this two or three times. You may need to prompt students if they get stuck on an answer.
3. *NOTE: Do not get into a long discussion on any of these areas.* There is not time to cover all ten categories during this class. The rest of the course will go into more detail. The point is to reinforce the concept that one's view of God has implications for how one thinks about every other discipline.
4. **SUMMARY: As you can see, what you think about God relates to how you think about everything else in life. An atheist views the world differently from one who believes in God.**

B. **TRANSITION: Now let's consider the second part of the question of Theology: What is the nature of God?**

IV. GOD'S REVELATION TO US

A. **GENERAL REVELATION: SAY The Bible tells us that God has chosen to reveal himself to us in two ways—general revelation and special revelation. GENERAL REVELATION refers to the created order, or the world of nature. We just examined how God's character is revealed through the natural world, but when we look at the natural world, we can only know general things about God. ASK: What do we need in order to find out specific things about God? (The Bible.)**

1. **SAY: SPECIAL REVELATION is another term for the Bible and what it tells us about God and about Christ. The Bible claims to be from God, so that is why we say that God is revealing Himself to us not in just a general way, but in a special and specific way.**

2. TRANSITION: **Now, let's turn to the Bible to see what *specific things we can learn about God and how that relates to our understanding of the world around us.***

B. THREE CHARACTERISTICS OF GOD—SCRIPTURE SEARCH

1. DIVIDE THE CLASS

- a. OPTION A: For smaller classes that enjoy interaction, divide the class into three groups. Have each group read each of the passages assigned to the group and discuss what each passage reveals about God. Then, summarize these ideas into one overall word that describes this characteristic of God. Each group is to choose a Reporter to report to the rest of the class what his group has discovered about each verse and the one-word summary of the passages. After allowing 5-6 minutes for work in groups, call the class together and have the Reporter from each group give a summary of each verse and how his group completed the sentence: God is _____.
- b. OPTION B: For larger classes, divide the class into three sections and assign one Group heading to each section. Have students form triads to discuss what each passage reveals about God. (see Option A)

2. THE THREE Rs: As each group reports its findings, show them how the *suggested* three "Rs" listed below *summarize* each biblical passage. Write Relational, Righteous, and Ruler on the board under the heading God is. . .:

NOTE: The three Rs are simply a general summary of the major attributes of God. These are not exhaustive; however, they do cover a wide range of characteristics that could be included in each area. *The point here is not to debate the three Rs, but to suggest that these are three major areas that summarize certain important aspects of God's character.* The practical application will come under C.2 below.

a. **GOD IS RELATIONAL**

- (1) Genesis 1:26-28 (God created mankind in His image so that we could have a relationship with Him.)
- (2) Romans 5:8 (Our relationship with God is dependent on our acceptance of Christ's work on the cross.)

(3) Matthew 22: 37-39 (The relational character of God commands us to love Him and love our neighbor as ourselves. The relationship is both vertical and horizontal.)

b. **GOD IS RIGHTEOUS** (NOTE: All three passages mention that God is Righteous.)

(1) 2 Timothy 4:8

(2) Ezra 9:15

(3) Daniel 9:14

c. **GOD IS RULER**

(1) Genesis 17:1 ("Almighty" means that God has the power to rule.)

(2) Jeremiah 32:17 ("Sovereign" means that God has the ability to rule.)

(3) Matthew 19:26 ("All things are possible" means that God rules over everything.)

C. IMPLICATIONS OF GOD'S CHARACTER: Draw students out during this next section with leading questions to make them think about the importance and implications of God's character.

1. GENERAL QUESTIONS: As students respond to the following questions, write key words or phrases on the board under the headings of Ruler, Righteous, and Relational.

a. **What is a person like that is very relational, that is, one who is good at relating to other people?** (Various answers.)

b. **What does it mean to be righteous? How would a righteous person behave in private or in public?** (Various answers.)

c. **What is a ruler like? Think of a king. What power does he have?** (Various answers.)

2. **DISCUSS: These three characteristics—Relational, Righteous, and Ruler, as we've seen from our Bible study, are true of God. Let's think about how all three of these characteristics are important.**
- a. **ASK: What does it mean that God is ruler?** (He is all-powerful; He makes up the laws that rule our lives, etc.)
- (1) **What if God were ruler but not relational?** (He would be powerful but not care for us. He may deal with us harshly or destroy us.)
- (2) **What if God were ruler but not righteous?** (There would be no holy standards by which to live. Again, He might be cruel and unjust in His dealings with us.)
- b. **ASK: What does it mean that God is relational?** (He loves and cares for us)
- (1) **What if God were relational but not righteous?** (He would love us but not care what we do. We could live as we please and not worry about what God thinks.)
- (2) **Can you think of an illustration in real life that would help us picture what this would be like?** (For example: you are caught for speeding and given a ticket, but the judge does not impose a fine because he loves everybody and does not care about being just or making the right judgment.)
- c. **ASK: What does it mean that God is righteous?** (He is perfectly Holy and Just. He always does the right thing. He demands that we live holy lives according to His laws.)
- (1) **What if God were righteous but not ruler?** (He would demand that we live holy lives but not be able to do anything about it if we didn't.)
- (2) **What if God were righteous but not relational?** (He would not have sent Jesus to save us from our sins)
- d. **OTHER CHARACTERISTICS:** Direct students to suggest, one at a time, other characteristics that we learn in the Bible about God. As they say each one, have them decide which of the three "Rs" (Ruler, Relational, Righteous) that characteristic fits under and list it

under the appropriate heading on the board. Example: God is . . . loving, gracious, forgiving, merciful = Relational. God is . . . Holy, Perfect, Just, Judge = Righteous. God is . . . Omnipotent, Omnipresent, Omniscient = Ruler.

3. **SUMMARY: You can see how each of these characteristics of God is important and how they, combined, help our understanding of His character. Just about everything that is true about God can be summarized in light of one of these three categories. These become easy reference points to understanding some things about God's nature.**

V. PERSONAL APPLICATION

A. "HOW GOD RELATES TO ME" WORKSHEET

1. **SAY: Now let's see how God's character relates to each of us. Look on the worksheet HOW GOD RELATES TO ME and spend a few minutes completing the three sentences. Be as specific as possible. For example, in completing the sentence, "Because God is righteous, then, as His follower, I should...", write one or more specific things you should do. Don't just write, "be good." Rather, think about your life and relationships and write something like, "Stop telling crude jokes." Other examples might be "Because God is relational, then I can pray to Him about my inner struggle with impure thoughts." or "Because God is ruler, I can praise Him for His power in creating me unique." NOTE: The responses should be personalized to fit *their* own lives. As time permits and your group is open to sharing things from their personal lives, ask volunteers if they would like to share what they have written and use that as a point of prayer in the group.**
2. **SUMMARY: SAY, These are some of the aspects that make up God's nature. You see why each of these characteristics of God is important and form the foundation of our view of all of life. Because God is Relational, Righteous, and Ruler, He is in charge, He loves us, and He established moral standards to govern our thoughts and actions. This is the personal God of the Bible.**

- B. **CLOSING REMARK: Point to the bulletin board and SAY, In the coming weeks, we will build on our foundation of Theology as we explore the implications for each category of a worldview.**

- C. PRAYER: SAY, **Several of you pray out loud, each choosing one characteristic of God, thanking Him for who He is and how He relates to you.**

VI. ACTION POINTS

- A. EXPLORING THE WORLD OF IDEAS: SAY: **During this week, as you study, watch TV or a movie, or listen to music, think about how the ideas you are learning, watching, and hearing fit into one of these disciplines. What does the Bible say about those ideas? Then, come report to us what you are learning about a biblical worldview and our culture.**
- B. ON THE STREET: SAY: **Choose someone you don't know very well and ask the following: "I have an assignment in a class I'm taking to ask someone's opinion about something. May I ask you one question? What is your concept of God?" And then tell us about their response next week.**

What is God Like?

"Theism, the belief that God is, and atheism, the belief that God is not, are not simply two beliefs. They are two fundamental ways of seeing the whole of existence. The one, theism, sees existence as ultimately meaningful, as having a meaning beyond itself; the other sees existence as having no meaning beyond itself."

- Stephen D. Schwarz

What does the Bible tell us about God? Embark on a Scripture search by reading each verse out loud and deciding what it says about the character of God. Write this summary beside the verse. Then, decide on a word or phrase that would combine the ideas of the verses and write that in the blank to describe one aspect of God's character.

GROUP 1: GOD IS _____ :

Genesis 1:26-28

Romans 5:8

Matthew 22: 37-39

GROUP 2: GOD IS _____ :

2 Timothy. 4:8

Ezra 9:15

Daniel 9:14

GROUP 3: GOD IS _____ :

Genesis 17:1

Jeremiah 32:17

Matthew 19:26

How **God** Relates To Me!

*because God is **RELATIONAL**, I can...*

*because God is **RIGHTEOUS**, I should...*

*because God is **RULER**, I need to...*

SUMMARY:

"God existed as Father, Son, and Holy Spirit before His creative acts; God created the heavens and the earth; God created mankind along with the rest of his creation, and placed mankind in charge of the environment; God loved mankind in spite of man's sinful, rebellious attitude toward God; God provided a Savior in the person of Jesus Christ, who said, "I am the way, the truth, and the life. No one comes to the Father except through Me" (John 14:6); and God's purpose for redeemed mankind involves a New Heaven, New Earth, and New Jerusalem—an eternity with the triune God."

— *Understanding The Times*, p. 106.

The Biblical Christian Worldview

THEOLOGY: _____

- a. EVIDENCES FOR THE EXISTENCE OF GOD
 - i. Cosmological argument: Everything has a _____; therefore, everything has a beginner. There is overwhelming scientific evidence of a beginning.
 - ii. Teleological argument: Every _____ has a designer.
 - iii. Moral argument: Every _____ law has a moral lawgiver.

- b. THE NATURE OF GOD: Contrary to other theistic worldviews, such as Islam or Judaism, Christians believe that God has revealed himself as _____. That is, there is _____ God who exists as _____ persons: the Father, the Son, and the Holy Spirit (e.g., 2 Corinthians 13:14). God is a unity and a community.

- c. GOD'S REVELATION TO MAN: The biblical Christian worldview is founded on _____ revelation (that which is revealed in the Bible) and _____ revelation (that which is discovered throughout the created order).
 - i. THE BIBLE: Fulfilled _____ is one reason to trust in the Bible as God's inspired Word.

 - ii. These prophecies point to one man, _____.
Jesus is the foundation stone of the Christian's faith.

The Biblical Christian Worldview

THEOLOGY: Theism

- a. EVIDENCES FOR THE EXISTENCE OF GOD:
 - i. Cosmological argument: Everything has a beginning; therefore, everything has a beginner. There is overwhelming scientific evidence of a beginning.
 - ii. Teleological argument: Every design has a designer.
 - iii. Moral argument: Every moral law has a moral lawgiver.
- b. THE NATURE OF GOD: Contrary to other theistic worldviews, such as Islam or Judaism, Christians believe that God has revealed himself as triune. That is, there is one God who exists as three persons: the Father, the Son, and the Holy Spirit (e.g., 2 Corinthians 13:14). God is a unity and a community.
- c. GOD'S REVELATION TO MAN: The biblical Christian worldview is founded on special revelation (that which is revealed in the Bible) and general revelation (that which is discovered throughout the created order).
 - i. THE BIBLE: Fulfilled prophecy is one reason to trust in the Bible as God's inspired Word.
 - ii. These prophecies point to one man, Jesus Christ. Jesus is the foundation stone of the Christian's faith.

DIGGING DEEPER

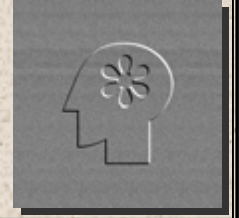
PROJECTS FOR ANALYSIS OF WORLDVIEW ISSUES

THEOLOGY

SUMMARY OF PAGAN INFLUENCE ON N.T.: Many skeptics of Christianity point out that the Bible is not a trustworthy revelation of God to man, but instead is a series of religious musings containing contradictions and taken from different ancient sources found in other religions of the day. How do you answer this kind of criticism? For a well-researched response, read *Was the New Testament Influenced by Pagan Religions?* by Dr. Ronald H. Nash located at www.summit.org/Resources/NT&PaganRel.htm. Write a one-page summary of Nash's main arguments

LESSON THREE

PHILOSOPHY: WHAT'S REAL?



OVERVIEW

KEY CONCEPT: Jesus Christ is the basis for philosophy.

KEY VERSE: Colossians 2:8

Be careful that no one takes you captive through philosophy and empty deceit based on human tradition, based on the elemental forces of the world, and not based on Christ.

OBJECTIVES: By the end of this lesson, each student should be able to

- . . . state the biblical view of reality in contrast to naturalism and non-naturalism.
- . . . embrace and defend a biblical view of reality.

LESSON SUMMARY

"Philosophy" can sound like a pretty intimidating subject to many people. It seems to forebode dry and boring lectures from white-haired men in dimly lit rooms filled with musty old books. Philosophy deals with two very basic questions: "What is real? and How do I know what is true?" This question has many exciting implications for the way we live everyday.

In fact, philosophy should be a quest for every Christian, since Paul left us his example to "...demolish arguments and every high-minded thing that is raised up against the knowledge of God, taking every thought captive to the obedience of Christ." (2 Corinthians 10:5) Also, we are told that in Christ are hidden all the treasures of wisdom and knowledge (Colossians 2:3). As Christians, we should be true "philosophers." In the Greek language this means "lovers of wisdom."

This lesson brings the question of philosophy, or wise living, down to the level that students can appreciate. It shows that reality is a topic that is very much on their minds, whether they realize it or not. For example, the reason that someone doesn't walk off the top of a tall building is because he instinctively knows something about reality—it's called the law of gravity! And since gravity is a built-in feature of the real world, those who cooperate with that reality are living according to wisdom.

This lesson explores the question of "What is real?" The Bible makes it clear that reality consists of two realms: the natural *and* the supernatural. Only as students understand and live according to both realms will life have true meaning and purpose.

While some members of your class tend to be wise guys, this lesson can help everyone understand the times and the need for truly "wise living."

LESSON PREPARATION

READ THE TEXT: *Thinking Like a Christian*, Chapter 3: Philosophy.

CREATIVE TEACHING ACTIVITIES AND HANDOUTS: Activities, worksheets, and handouts are located at the end of this lesson.

- Have the three pictures (A1, A2, & A3) and the Garfield cartoon ready to show. These could be copied onto an overhead cell or you could hold up a printed copy.
- Bring a stove top style coffee pot as an object lesson.
- Bring a 3 X 5 card and pencil for every student, and make a copy for each of the video note-taking outlines for Philosophy.
- VIDEO: Preview the five-minute segment on Philosophy. This section has a brief discussion on the difference between naturalism, non-naturalism, and supernaturalism, and how we know things with our minds. Stop the tape when the Biology title appears. Then, to prepare the tape for showing in class, rewind it to the title, Philosophy.

LESSON THREE: PHILOSOPHY
TEACHING OUTLINE

REVIEW

1. EXPLORING THE WORLD OF IDEAS
2. ON THE STREET: Who approached someone?

I. INTRODUCTION

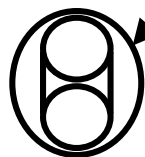
- A. PERSPECTIVE PICTURES
- B. COLOSSIANS 2:8-10

II. LIVING IN THE REAL WORLD

- A. Garfield Cartoon
- B. Joke

III. WHAT IS REAL?

- A. PHILOSOPHY: What is real, and how do I know what is real?
- B. THREE IDEAS
 1. NATURALISM: Matter is all there is.
 2. NON-NATURALISM: Reality is the spiritual, unseen dimension.
 3. SUPERNATURALISM
 - a. Genesis 1:1
 - b. Rom. 1:18-22
 - c. ASK: How would you draw the biblical view of reality?



THE TOTALITY OF
REALITY =
SUPERNATURALISM

C. WHICH REALITY IS REAL?

1. NATURALISM: Ask for a volunteer.
ASK: Class, what would you say?
2. NON-NATURALISM: Ask another volunteer.
 - a. ASK: What could you do or say to help him/her understand that this idea does not fit what we know about the real world?
 - b. COFFEE POT ILLUSTRATION
3. SUPERNATURALISM
 - a. CAUSE AND EFFECT: ASK, Do you have a mind?
 - b. ASK: What could have caused your mind?
 - c. SUMMARIZE: No neural surgeon ever cuts an idea in two! The mind demands a cause that goes beyond matter.

- D. SUMMARY: Therefore, reality must be a combination of (1) the physical realm and (2) the spiritual or supernatural realm. (Genesis 1)

IV. VIDEO

- A. REVIEW: EPISTEMOLOGY
 1. Science
 2. Intuition
 3. Revelation

V. PERSONAL APPLICATION

- A. IDEAS RULE
- B. SCHAEFFER QUOTE
- C. WRITE-A-PRAYER

VI. ACTION POINTS: EXPLORE THE WORLD OF IDEAS

LESSON OUTLINE

NOTE: Words printed in **bold type** are only suggested dialogue for the leader as a model for how the lesson might be verbalized. Suggested answers to the questions are in (parentheses). DURING THE LESSON, THE LEADER SHOULD *NOT* READ DIRECTLY FROM THE LEADER'S GUIDE.

AS CLASS BEGINS:

1. THE WORLD OF IDEAS: Ask students to share the ideas they came across this past week as they studied, watched TV or movies, and listened to music. DISCUSS: **How do these ideas fit into one or more of the worldview disciplines?**
2. ON THE STREET: Ask who approached someone with the question, What is your concept of God? Allow those who did to share their experiences.

I. INTRODUCTION

A. PERSPECTIVE PICTURES: SAY: **Perspective is very important in life. We all look at life in different ways or from different perspectives. To test your perspective, look at this picture and tell me what it represents. Remember, it all depends on how you look at it.** Show the three pictures (A1, A2, & A3), one at a time, and with each picture ASK: **What is your perspective on this picture?** Let students give various answers *before* you offer the following suggestions:

1. A1 = **A six foot guy sleeping in a five foot tepee.**
2. A2 = **An aerial view—you are flying overhead looking down—of someone wearing a wide-brimmed hat** (point to the circle within a larger circle)... **frying an egg** (point to the first inner circle of the three circles)... **sunny-side up** (point to the innermost of the three circles).
3. A3 = **An aerial view of a downhill skier who failed to negotiate a tree! Ouch!**
4. SAY: **What you see in these pictures all depends on your perspective. Each of us has a different idea about what these pictures represent. We also have different ideas about life. In looking at these pictures your perspective does not matter greatly, but the ideas you hold about life can matter quite a bit. You need to be certain that your perspective on the world is valid according to God's standard—His Word.**

B. COLOSSIANS 2:8-10:

1. Have students turn in their Bibles to Colossians 2:8-10. Read the verses aloud and point out the connection made in vs. 9 and 10. ASK: **You will notice the fact that Christ is the fullness of Deity and that He lives in all of us. What does that imply about our ability to live pleasing to God, resist temptation, etc.?** (Allow short answers, then move on to the next point.)
2. Next, point out the connection between v. 9—Christ is the fullness of Deity (Theology) and v. 8—Christ is the foundation of Philosophy. This introduces today's lesson on Philosophy.
3. TRANSITION: **This week we will continue our journey along the road to developing a biblical worldview. We begin by introducing you to what it means to live in the real world.**

II. LIVING IN THE REAL WORLD

- A. GARFIELD CARTOON: Show the Garfield cartoon as you ASK: **Why is this cartoon funny?** (Various responses.) NOTE: What makes the cartoon funny is that it depicts something that is not real. The essence of most humor is incongruity, or exaggeration. In the first few frames, the idea of three balls of snow falling to form a snowman stretches the imagination. But, in the last frame, Garfield's look of "Hey, what's happening here?" illustrates the fact that a little top hat floating down is totally unreal. At this point our imagination is stretched to the breaking point, and we smile in amusement at such a thing because it doesn't fit the real world. But notice this, unless we understood something about the real world—some reality to exaggerate—there would be no humor.
- B. JOKE: In case you're into a little levity, SAY: **By the way, did you hear about the time that former heavyweight boxing champion, Muhammad Ali, was on a commercial plane and the flight attendant asked him to fasten his seatbelt. Ali said, "Superman doesn't need a seatbelt!" The flight attendant calmly responded, "That's true, but Superman doesn't need an airplane!"**

III. WHAT IS REAL?

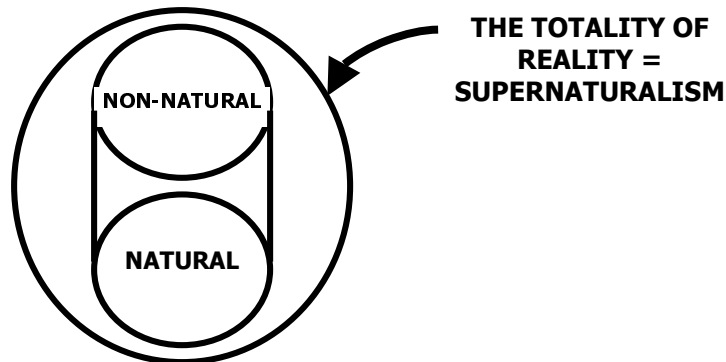
- A. PHILOSOPHY: SAY: **This brings us to a more serious question: What is real? Look on our worldview puzzle and tell me which piece deals with this question?** (Philosophy) SAY: **Philosophy, like**

Theology, is a foundational piece of the worldview puzzle. Write the following words printed in *italics* on the board as you SAY: **Our word for *Philosophy* comes from two Greek words: *philio*, meaning *love*, and *sophia*, meaning *wisdom*. Philosophy is the love of wisdom and the attempt to discover a meaning for the whole of existence. Philosophy answers the key questions: What is real and how do I know what is real?**

- B. THREE IDEAS: SAY; **Let's take the first question first. Basically, there are three ways that people have answered the question, "What is real?"**
1. NATURALISM: Draw a large circle on the board and write in it the word Natural as you SAY: **This circle represents all of reality—everything that exists. Some people have the idea that the only things that are real are comprised of what you can see, taste, touch and hear. There is no spiritual realm, there is only the physical world made up of molecules, amoebas, mosquitoes, Michaels and Amandas (or add the names of two from your group)! This view is called *naturalism*. The "ism" means this is a belief, or philosophy. In this view, there is no God; matter is all there is. This is the philosophy of atheists.**
 2. NON-NATURALISM: Above the circle you just drew, draw another circle and write in it the word non-natural as you SAY: **Another way of viewing reality is to say that reality is strictly non-natural. That is, the natural world that we see is in reality an illusion, it is not real. The only thing that is real is the spiritual, unseen dimension. This is the Hindu idea of reality. If you grew up in India, you would be taught *non-naturalism*. New Age thinking prevalent here in America has picked up this same concept. According to this view of reality, one day you will wake up in the spiritual realm and your life will have been just an illusion . . . not real!**
 3. SUPERNATURALISM: SAY: **The Bible presents a third, and different, way of understanding reality. Let's look at some verses that give the biblical view.** Call on two students to read the following verses in turn:
 - a. GENESIS 1:1: ASK: **What does this verse imply about what is real?** ("In the beginning God" implies that God, a spiritual being, is real. This is in contrast with naturalism. ". . . created the heavens and the earth" means His creation, i.e., the cosmos, is

real, and these two realities are not the same. This contrasts with non-naturalism, which equates everything with being a part of the cosmic energy force, i.e. god.)

- b. ROMANS 1:18-22: ASK: **What can we learn about reality from this passage?** (God has revealed that certain things are true: we can learn about some of the attributes of God by studying the created world of nature—recall our study of General Revelation from lesson two. This contrasts with naturalism.)
- c. ASK: **How would you draw the biblical view of reality?** Draw on the board as students offer suggestions, leading them to the following illustration as you SAY: **The biblical view is that all of reality involves both the supernatural *and* the natural. This is called *supernaturalism*.** Draw the large circle around the other two circles. **The spiritual realm, including God, is not the same as the natural world. God is *distinct* from nature. He is transcendent. But God is not so *distant* that He is totally removed from the natural realm. He is also immanent—here with us.** Draw two straight lines connecting the two circles. **So the totality of reality includes both the natural and the supernatural realms.** (See the diagram below.)



C. WHICH REALITY IS REAL? SAY: **You may be wondering how we can know which is the correct view of reality. One way to find the answer to that question is to test the alternatives to see which one fits the real world.**

1. NATURALISM: Ask for a volunteer to stand.

- a. SAY: **Let's start with the option that all is natural.**
_____ (insert the person's name) **believes that nature is all there is to reality. O.K., everyone else is going to see if**

they can convince you that you are wrong. Class, what would you say in this situation? Allow a few minutes for debate/discussion.

- b. Thank the student and have him sit down.
2. NON-NATURALISM: Ask another student volunteer to stand.
 - a. SAY: _____ (say the person's name) **is like the Hindu or New Ager who believes that reality is non-natural and what we see in this life is just an illusion. What could you do or say to help him understand that this idea does not fit what we know about the real world?** Let the class wrestle with this for a minute or two and offer suggestions. Have the volunteer defend his belief in non-naturalism. Summarize everyone's comments.
 - b. COFFEE POT ILLUSTRATION: Offer the following as a way of evaluating the belief that "all is non-natural." Take a coffee pot and hold it over the head of your volunteer as you SAY: **What if I take a pot off the stove, held it like this, and started to pour the boiling water on your head! What would you do?** (Move out of the way.) **This demonstrates that you *really* believe there is a physical reality. So the idea that the natural world is an illusion does not stand the "reality" test.**
 - c. Thank the student and have him sit down.
 3. SUPERNATURALISM: ASK, **What can we say to support the idea that supernaturalism best describes reality? I want to ask everyone a question. Do you have a mind?** (Yes.)
 - a. CAUSE AND EFFECT: SAY, **We know from observing the physical universe that as far as we can tell, everything has a cause. It's the most basic law of physics: the law of cause and effect. If that is true, then what is the cause of your mind—your mental state? How can you account for the human mind if all is just matter? In other words, if your mental state is simply a result of molecules charged with electrical impulses, what accounts for your unique personality, feelings of emotion, and your ability to make choices that effect your physical being? What in the natural world could have caused your mind?** (Pause for answers, then proceed with the next point to answer the question.)

- b. **SUMMARIZE: You have to admit that reality is more than just matter. There is an aspect to human life, specifically the mind, which cannot be accounted for on strictly naturalistic terms. No neural surgeon ever cuts an idea in two! The mind demands a cause that goes beyond matter. There must be an intelligence that is greater than the physical world and that causes the natural order to exist. Christians believe that intelligence is God. The mind of God preceded the material universe!**

NOTE: Someone may ask, "What caused God?" The answer is that the law of causality, on which the above argument rests, states that every *event* has a cause. God is, by definition, "The Uncaused Cause." He is original! Therefore, God does not have, nor does not need to have, a cause. On the other hand, everything that we are aware of in the *natural* world has a cause. So the original question (What caused your mind?) is instructive for leading us logically to the Uncaused Cause of the universe and our minds, i.e., God.

- D. **SUMMARY: Therefore, reality must be a combination of (1) the physical realm and (2) the spiritual or supernatural realm. In addition, reality must be understandable by the human mind; otherwise, we have no assurance that our ideas are correct. This view of reality coincides with how the Bible describes the world: "In the beginning, God created the heavens and the earth . . . and God created man in His own image." (Genesis 1) This means that God is real. Nature is real. And your mind is real. Really!**

IV. VIDEO: Introduce the Philosophy segment at this time. Stop the tape at the title, Biology.

- A. **EPISTEMOLOGY: The video dealt with the *second* philosophical question: How do I *know* what is real? We were introduced to four things that comprise biblical epistemology. These can be summarized into three main ideas. What are the three possible ways to answer that question and evaluate the merits of each one?** Lead a short discussion on the pros and cons of each of the following three points:

1. #1: SCIENCE: Nature told me so. We find out about our world by studying it directly.

2. #2: INTUITION: I told me so. We sit around and just think about it. Our knowledge of the world comes from within ourselves.
3. #3: REVELATION: God told me so. Our knowledge of the world comes from outside of ourselves, from a supernatural source, i.e. God, as understood in the Bible.

B. ASK: **As Christians, which of these three do we adhere to?** (All three: God revealed truth to us in the Bible; the Holy Spirit prompts us in the inner man, and since God created a real external world, we can explore it's wonders through science.)

V. PERSONAL APPLICATION

- A. IDEAS RULE: SAY, **What we are coming to understand through these lessons is that ideas rule the world. The ideas rolling around in your head determine how you act and respond to events you encounter. There are certain foundational ideas upon which people build their lives. Last week we learned that God rules over His creation. This week, we learned that, as far as it concerns ourselves and society—Ideas rule!**
- B. SCHAEFFER QUOTE: SAY, **Take a 3 X 5 card and write this sentence on the front of it.** Write the following sentence on the board for everyone to copy. ***The truth of Christianity is that it is true to what is there. The late Francis Schaeffer wrote that statement in his book, He is There and He is Not Silent. We know from looking at the real world that God must be there.***
- C. WRITE-A-PRAYER: SAY, **As we close this session, turn your card over and write a short prayer thanking God for being there for you. In a few minutes, I'll pray out loud what I wrote. Several of you who want to can also pray out loud what you wrote.** Wait a few minutes and lead in prayer.

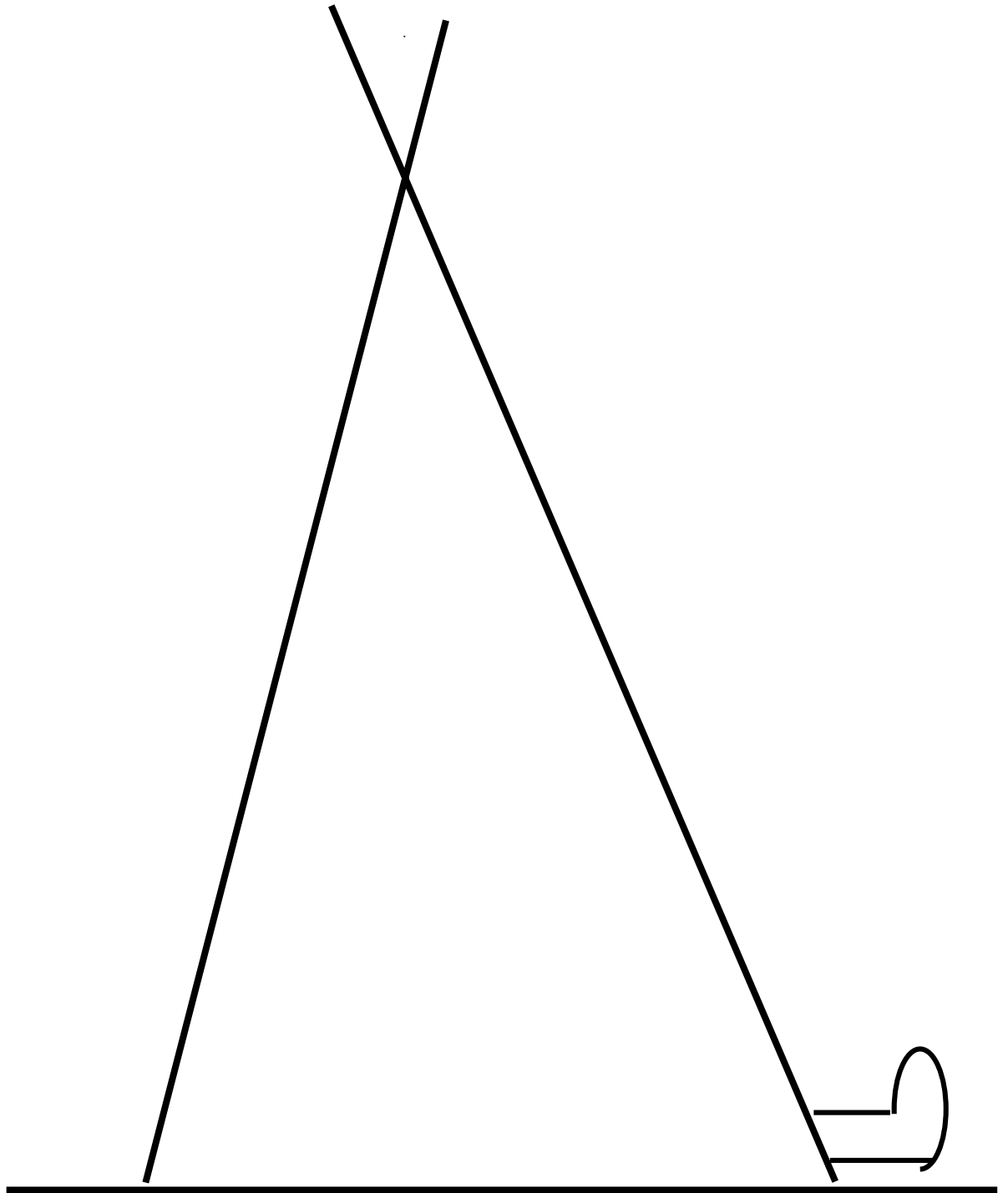
VI. ACTION POINT

- A. EXPLORING THE WORLD OF IDEAS: Challenge students to continue exploring the *World of Ideas* in popular culture. In order to conduct their search, they should look for sources of information they receive every day. Try to uncover the underlying ideas in what they read in newspapers or magazines, what they listen to in popular music, watch on T.V. or movies, even what makes them laugh in the funny papers. Bring examples to the next lesson to discuss with the group or put on the

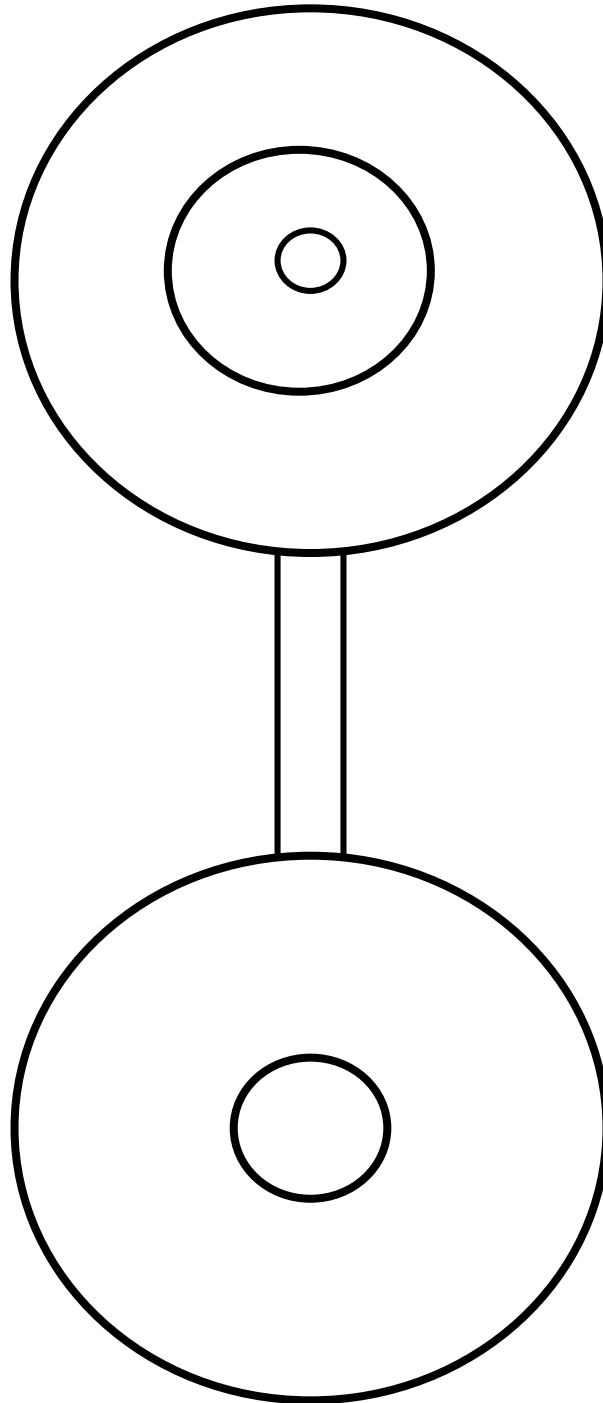
worldview puzzle to develop a visual image of a total world and life view.
Specifically for next week, look for how the question of the origin of life is treated and bring those examples to our next class.

NOTE: The philosophy of naturalism and non-naturalism will be dealt with in more detail in upcoming units of the *Worldviews in Focus* series. Sign up on Summit's website to receive regular email announcements concerning the availability of these studies, as well as other shorter modules on important social and cultural issues. Also, check our website for other in-depth articles on a variety of issues plus ways to creatively present these lessons. Go to www.summit.org.

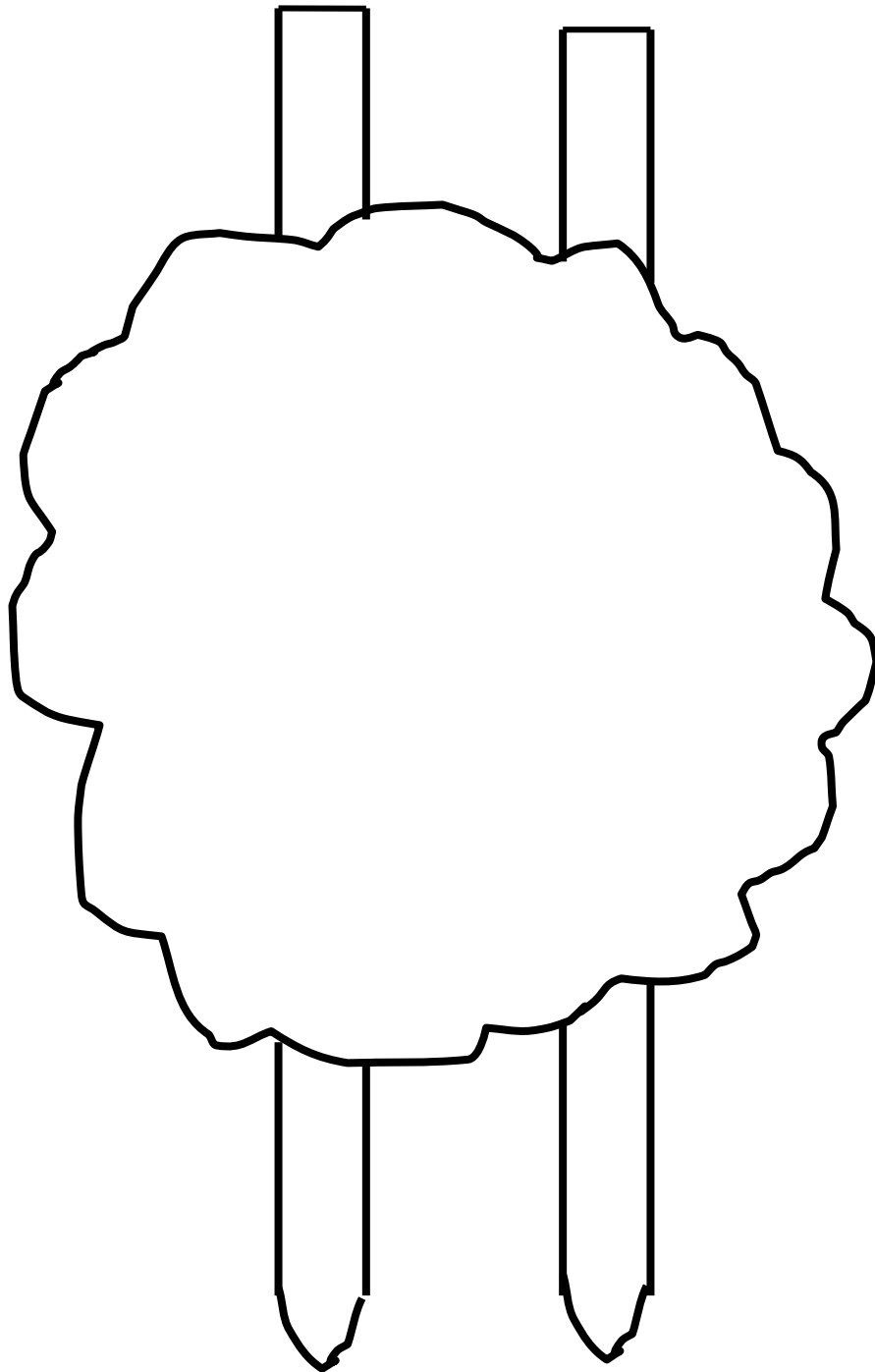
A1



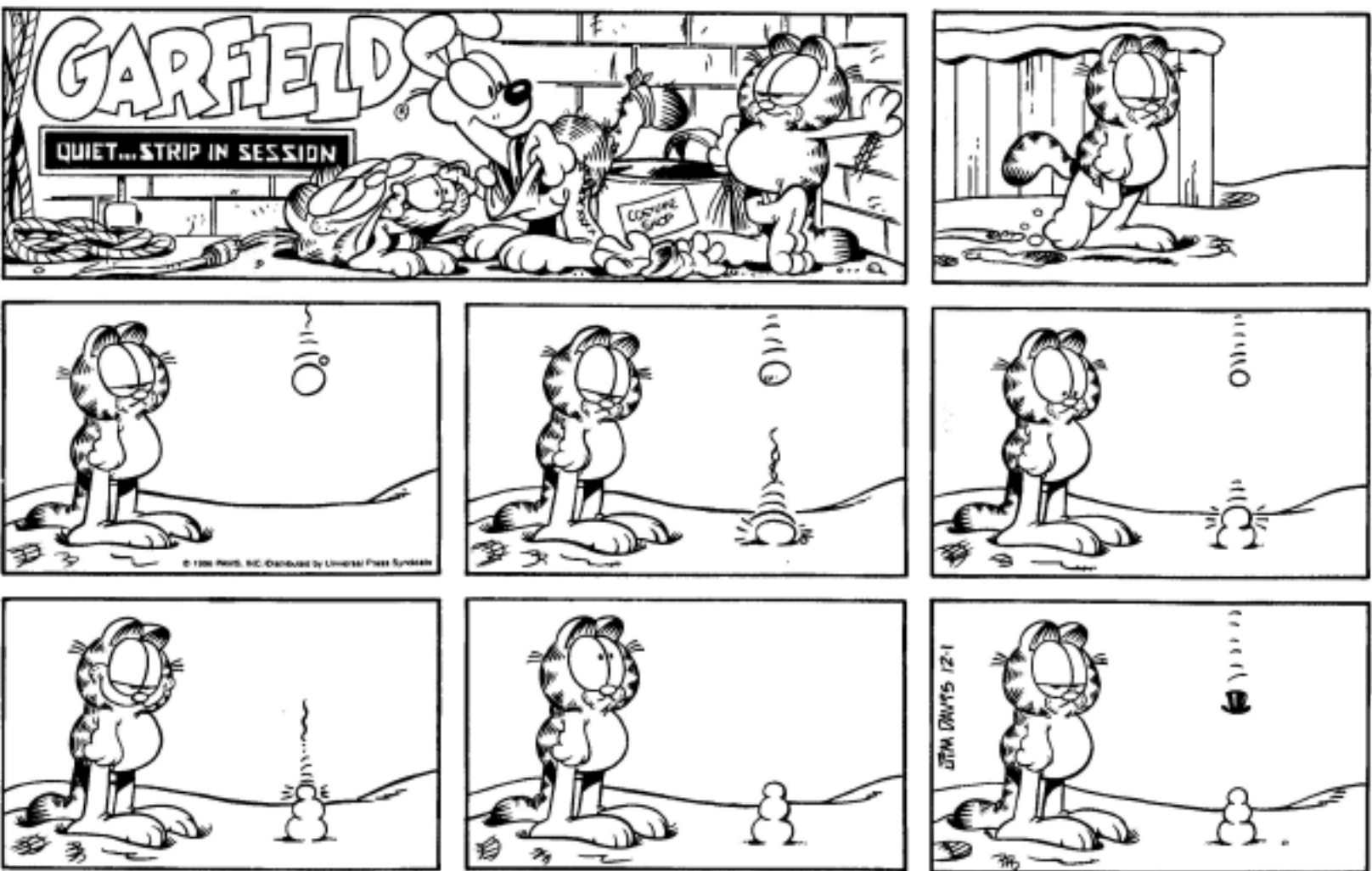
A2



A3



why is this funny?



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The Biblical Christian Worldview

1. PHILOSOPHY: _____

- a. Philosophical naturalism is the belief that only _____, i.e., the material world, exists. Illustration: A closed box.
- b. Non-naturalism holds that everything is in essence _____ (Divine, God). This follows logically from pantheism.
- c. Supernaturalism, the belief that both nature and the _____ exist.

"In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. All things were created through Him, and apart from Him not one thing was created that has been created. In Him was life, and that life was the light of men."
— John 1:1-4

- i. The flow of this passage provides the basis of Christian philosophy. It says that _____ came before _____, God came before humans, plan and design existed before the creation.
- d. HOW WE KNOW THINGS: Epistemology is the study of how knowledge is acquired. Biblical epistemology is comprised of the following:
 - i. Our five senses
 - ii. Human reason
 - iii. Special revelation
 - iv. Natural (general) revelation
- e. THINKING IS PHILOSOPHY: Faith and _____ are not enemies. Christian philosophy is both biblical and rational.
- f. TAKING THOUGHTS CAPTIVE: The call of Christian philosophy is summed up in the words of 2 Corinthians 10:5; Christians are to be "taking every _____ captive to the obedience of Christ."

The Biblical Christian Worldview

PHILOSOPHY: Supernaturalism

- a. Philosophical naturalism is the belief that only nature , i.e., the material world, exists. Illustration: A closed box.
- b. Non-naturalism holds that everything is in essence spiritual (Divine, God). This follows logically from pantheism.
- c. Supernaturalism, the belief that both nature and the supernatural exist.
"In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. All things were created through Him, and apart from Him not one thing was created that has been created. In Him was life, and that life was the light of men."
—John 1:1-4 (HCSB)
- i. The flow of this passage provides the basis of Christian philosophy. It says that mind came before matter , God came before humans, plan and design existed before the creation.
- d. HOW WE KNOW THINGS: Epistemology is the study of how knowledge is acquired. Biblical epistemology is comprised of the following:
 - i. Our five senses
 - ii. Human reason
 - iii. Special revelation
 - iv. Natural (general) revelation
- e. THINKING IS PHILOSOPHY: Faith and reason are not enemies. Christian philosophy is both biblical and rational.
- f. TAKING THOUGHTS CAPTIVE: The call of Christian philosophy is summed up in the words of 2 Corinthians 10:5; Christians are to be "taking every thought captive to the obedience of Christ."

DIGGING DEEPER

PROJECTS FOR ANALYSIS OF WORLDVIEW ISSUES

PHILOSOPHY

- ❑ **EXPLORING THE WORLD OF IDEAS:** C. S. Lewis has written, "The Christian and the Materialist hold different beliefs about the universe. They can't both be right. The one who is wrong will act in a way which simply doesn't fit the real universe. Consequently, with the best will in the world, he will be helping his fellow creatures to their destruction." (*Understanding the Times*, p.185) Look for articles or advertisements in newspapers or magazines to find specific examples of how people today are living in ways that do not fit the "real universe." Look for instances in education, social policy, entertainment, the arts, or personal lifestyle choices. Bring 3 or 4 exhibits to the next class.

- ❑ **OUTLINE OF JOHNSON'S CASE AGAINST NATURALISM:** Explore how naturalism has come to dominate the popular teaching of science in our society today. For a more thorough treatment on the issue of philosophical naturalism see Phillip Johnson's *Reason in the Balance: The Case Against Naturalism in Science, Law & Education*, chapters 2 & 3, or find his article, "The Religion of the Blind Watchmaker," online at www.leaderu.com/real/ri9203/watchmkr.html. Using Johnson's article, write out the main points and supporting sub-points in outline form, then write a brief summary statement.