

# THE PRELIMINARIES

**A few opening words...**

**by best-selling author and speaker**

**JOSH MCDOWELL**

You are holding in your hands one of the most important youth 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 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 lived in a Judeo-Christian culture, but 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 new 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 today's student 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 Christian 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 train the next generation of Christians to understand our times.



WORLDVIEWS IN FOCUS SERIES

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

# Parent's Guide for Individual Instruction

## INTRODUCTION TO THE CURRICULUM

Hosea's statement, "My people are destroyed for lack of knowledge" (4:6), applies especially to Christian college-bound students. Surveys of Christians in college reveal that many never recover from their educational befuddlement, lapsing instead into atheism, materialism, new morality (or the "old immorality"), evolutionism, globalism, multiculturalism, and just about every other "ism" running loose on campus! Nation-wide surveys reveal that on many campuses, up to 51 per cent of the freshmen who claim to be Christians "drop-out" of the "born again" category by their senior year!<sup>1</sup> Others suffer for years from their near loss of faith. Those prepared, however, survive and flourish.

This course of study is designed to prepare students to resist the various deceitful philosophies that are being marketed through our mass culture and especially on the college campuses of today. It does this by laying a foundation for understanding a biblical worldview. You and your teenager 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 down the foundational principle upon which each discipline is built. Your student 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).

---

<sup>1</sup>Gary Lyle Railsback, "An Exploratory Study of the Religiosity and Related Outcomes Among College Students," Doctoral dissertation, University of California at Los Angeles, 1994.

## WEEKLY SCHEDULE AND CURRICULUM COMPONENTS

This course is structured for 14 weeks of parent-child interaction along with individual study and learning activities for the student. The following is a suggested weekly schedule, including time both for interaction with the parent and individual study by the student. There are a variety of teaching styles included in this study so that you will have the flexibility to mix and match assignments according to the needs and maturity level of your child.

### Weekly Schedule

<b><i>SUGGESTED DAILY SCHEDULE &amp; ASSIGNMENTS</i></b>	
<b><i>Monday:</i></b>	TEACHER: Parent-led 45 minute LESSON
	STUDENT: Read assigned chapter in the text, <i>Thinking Like a Christian</i> .
<b><i>Tuesday:</i></b>	STUDENT: Complete Days 1 & 2 in the <i>Student Journal</i> .
	STUDENT: Re-read chapter in the text & answer Study Questions.
<b><i>Wednesday:</i></b>	STUDENT: Complete Days 3 & 4 in the <i>Student Journal</i> .
	STUDENT: Work on Assigned Projects.
<b><i>Thursday:</i></b>	STUDENT: Complete Day 5 in the <i>Student Journal</i> .
	STUDENT: Work on Assigned Projects.
<b><i>Friday:</i></b>	REVIEW SESSION: Teaching parent leads
	(OPTION #1: 5-minute VIDEO SEGMENT.)
	Quiz (Weeks 3, 6, 10, & 13) or Exam (Weeks 7 and 14).

A. **NOTE to TEACHING PARENT:** Everything needed for teaching each week's LESSON is found in the computer folder labeled for that lesson. (For example, LESSON ONE. INTRODUCTION: WORLDVIEW THINKING contains all components for teaching the INTRODUCTION to this course. Each parent-led 45-minute LESSON introduces the student to the topic for that week (theology, philosophy, biology, etc.), fostering the desire to learn more. Every component needed for the teaching of the week's lesson is found within its own folder. You will find the following seven components in each lesson:

1. **FULL LESSON PLANS** (approximately 45 minutes of teaching material):
  - A. Lesson Overview with Key Concept, Key Scripture Verses, and Objectives
  - B. Lesson Summary
  - C. Lesson Preparation
2. **TEACHING OUTLINE**
3. **TEACHING CONTENT** with ACTIVITIES and HANDOUTS.
4. **REVIEW SESSION**
5. **TEACHER** and **STUDENT NOTE-TAKING OUTLINE** for use with the accompanying **VIDEO**
6. **QUIZES** and **EXAMS** when appropriate
7. **STUDENT ASSIGNMENTS, PROJECTS,** and **STUDY QUESTIONS**

B. **THE TEXTBOOK:** The *Thinking Like A Christian* teaching textbook gives you the background information needed for understanding and leading the lesson with your student. This also is the textbook your student will use in his individual study. READING ASSIGNMENTS and STUDY QUESTIONS to focus your student's attention on the text as he reads are in the STUDENT folder.



C. **STUDENT JOURNAL:** The *Student Journal* expands and enhances your child's understanding of the worldview disciplines presented in each lesson. The five daily exercises in the *Student Journal* contain excerpts taken from the corresponding chapter in the textbook. It is arranged, however, in a creative way with different illustrations that are not in the text, giving your 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. It is imperative that students learn how to navigate these important biblical concepts. For that reason, we recommend that your teen follow the suggested daily schedule of reading the text and *Student Journal* assignments. Give specific instruction regarding how the journals are expected to be completed: lists, complete sentences, etc.

- D. **INDEPENDENT STUDY PROJECTS:** Several projects are suggested for each week's lesson to help your student apply critical thinking skills to that particular topic. These projects are located at the end of each lesson in the Teacher's Guide. You are free to mix and match these projects to fit the needs and maturity level of your child. Give specific instructions regarding how many projects or which projects the student is expected to complete.
- E. **REVIEW SESSION:** There is a REVIEW SESSION for lessons 1-12 located with each lesson. The REVIEW SESSION is designed to reinforce the concepts learned from Monday's lesson plus the textbook and *Student Journal*. This assures that your teen understands the key issues of this aspect of a worldview before launching into the next topic.
- F. **QUIZZES AND EXAMS:** Included on the CD are four Quizzes and two Exams covering the reading in the text and *Student Journal* assignments. The Quizzes contain 15 True/False questions, and the Exams combine multiple choice questions and short answer essay-style questions. They are located in the Teacher Guide for the appropriate lessons. (Quizzes follow lessons 3, 6, 10, and 13. Exams follow lessons 6 and 13). An answer key is provided for your convenience.
- G. **THE VIDEO:** The video, *Thinking Like A Christian*, is a documentary-style teaching tool that supplements the other course materials and is useful for enhancing the learning process. A corresponding NOTE-TAKING OUTLINE with one set of notes for the student with empty fill-in-the-blank spaces and another set for the teaching parent with the blanks filled in is included. This resource also accompanies each lesson.



The 60-minute video is divided into short segments covering each of the ten disciplines and is keyed to this study. Each segment runs about five minutes in length. It may be viewed in one of two ways:

**OPTION #1: WEEKLY LESSON REVIEW:** View one 5-minute video segment on Friday of the week as a part of the review of that week's lesson.

**OPTION #2: MID-TERM AND END OF COURSE REVIEW:** During the exam week, schedule two days for an interactive discussion based on the portion of the video covered during the previous six lessons. You can stop the video after each 5-minute segment for a brief discussion or simply have your teen watch the video and take notes as a review of the material and preparation for the exam. See suggested schedule below for this second option.

## **COURSE OVERVIEW:**

Detailed instructions for each week are provided with each lesson.

<b>WEEK #</b>	<b>TOPIC</b>
1	<b>INTRODUCTION: Worldview Thinking.</b>
2	<b>THEOLOGY: What about God?</b>
3	<b>PHILOSOPHY: What's real? + Quiz #1</b>
4	<b>BIOLOGY: What about life?</b>
5	<b>PSYCHOLOGY: What about human nature?</b>
6	<b>ETHICS: What's right? + Quiz #2</b>
7	<b>(Option #2: VIDEO REVIEW of Lessons 1-6) + Exam #1</b>
8	<b>SOCIOLOGY: What about society?</b>
9	<b>LAW: Who makes the rules?</b>
10	<b>POLITICS: What about government? + Quiz #3</b>
11	<b>ECONOMICS: What about money?</b>
12	<b>HISTORY: What about the past?</b>
13	<b>CONCLUSION: Worldviews in Conflict! + Quiz #4</b>
14	<b>(Option #2: VIDEO REVIEW of Lessons 7-12) + Exam #2</b>

## SUGGESTIONS FOR INITIAL PREPARATION

The scope of this course can seem intimidating for some teaching parents. However, each weekly lesson plan walks you through the content step by step, breaking the material down into bit-sized pieces. If this is your first time teaching this approach to worldview thinking, it will be important for you to have an initial grasp of the entire course. The following three suggestions will help you develop a basic background for teaching this course:

### 1. STUDY THE TEXT:

- a. Read the entire Chapter 1 in the teaching textbook. This chapter points out the importance of this study and demonstrates the significance of understanding Christianity from a worldview perspective.
- b. Next, read the Summary textboxes for each of chapters 2–11 dealing with the ten disciplines: Theology, Philosophy, etc. This gives 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).
- c. 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.

NOTE: These other three worldviews will be taught in separate study courses in the *Worldviews in Focus Series*. For more information about these studies and their availability, go to Summit Ministries' website [www.summit.org/wif.htm](http://www.summit.org/wif.htm).

### 2. EXPAND YOUR RESOURCES:

Your child wants to know that he is studying issues relevant to daily life. The best way to accomplish this is to show him examples from current events. This opens his eyes to the significance of what is being taught and heightens his 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, linking past with present!

- a. In order to have current illustrations, look for articles in the daily paper or in weekly magazines that relate to the ten categories of the course. Articles may either confirm a biblical view or illustrate an opposing view. You may want to subscribe to a conservative or Christian source in order

to gain a balanced perspective on the news. For a list of suggested resources, see the end of this introduction. Other great sources for illustrations are movies, music, and literature.

- b. **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 that issue, plus projects to get students active in making a difference in their community or nation. To receive this monthly resource, sign up at [www.summit.org/twe.htm](http://www.summit.org/twe.htm).

Archived copies beginning in January 2002 of the **Teaching Worldviews E-source** are located on Summit's website at [www.summit.org/twe.htm](http://www.summit.org/twe.htm).

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



- 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 find an article in the newspaper or online, 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.
- Once 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-headings.

BETTER STILL, have your child set up his own filing system as described above. This will be a resource he will use over and over, especially when in college.

## 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. Set aside time throughout the week to prepare for each week's lesson.
2. **STAY CURRENT:** Continue to search the newspaper (don't forget the comic section), magazines, movies, or popular music for current illustrations of each topic. Throughout the course of study you will be encouraging your child to do the same. Make discussing the "world of ideas" a part of your daily conversation.
3. **STUDENT JOURNAL ASSIGNMENTS:** You may want to read and do the daily exercises along with your teenager. This gives you additional insights as you prepare for the review session.

The above suggestions should help you be prepared and equipped. Your child will pick up on your enthusiasm for the content and respond with renewed interest of his own. "Boring" will drop from his vocabulary!

We wish you the best in your efforts to prepare the next generation 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 God's blessings to be with you and your child,

David A. Noebel  
President

Chuck Edwards  
Director of Home-based Education

### **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.

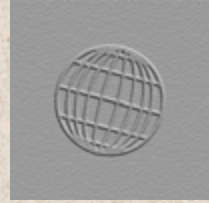
## RESOURCE LIST

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](http://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 students 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](http://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](http://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](http://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 students who may attend state-supported universities. No charge. (214) 490-7770. [www.leaderu.com](http://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 students. Each issue describes current happenings on college campuses across America (everything from "Condom week" to the latest ranting of liberal professors). No charge to students and faculty. All others \$10.00/year. (800) 526-7022.

## **WEEK 1: LESSON ONE**

### **INTRODUCTION: WORLDVIEW THINKING**



#### **OVERVIEW**

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

**KEY VERSES:** Colossians 2:6-7

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

**NOTE:** Each lesson includes a key verse or verses from the book of Colossians. You may want to use these as memory verses with your student. Also, these verses demonstrate that the worldview categories used in this course are found throughout the Bible.

**OBJECTIVES:** By the end of this lesson, the 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 the student to the whole 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, a case will be made that Christianity addresses each of these ten disciplines and is therefore a total worldview. Most Christians have never thought of a biblical understanding of life in this way. It is truly a mind-expanding experience!

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

Copyright © 2002 by Summit Ministries

Permission is granted to print this page for the personal use of the person leading this study.

It usually takes until the third or fourth week before most students catch the vision. Then lights start popping on as they realize that their faith is an all-encompassing view of all of reality. Don't be discouraged if your child doesn't "get it" in the first week or two.

You are leading him up a mountain in order to give a panoramic view of life's issues. You are introducing your teenager to a whole new way of looking at every area of life through the lens of Scripture. The sequence used in this course is designed to guide your child through the process. Continue to encourage your teen to do the daily *Journal* assignments and activities and watch the lights come on!

## LESSON PREPARATION

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

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

- For the introductory activity, copy the puzzle provided for the introductory activity, cut it into separate pieces and place it in an envelope. Also, have another copy of the whole puzzle to use during the lesson.
- Have a copy of the lyrics to the song *My World View*. 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 or your child's CD collection!).
- Look through the newspaper and find 8 to 10 articles that deal with different topics.
- Make a copy of the worksheets, "Genesis Study" and "Categories that Make a Worldview."

## LESSON OUTLINE

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

## **LESSON ONE: WORLDVIEW THINKING TEACHING OUTLINE**

### I. INTRODUCTION

#### A. PUZZLE ACTIVITY

- 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) How is Jesus the basis for building a worldview or biblical philosophy of life?
3. SUMMARY:

- 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. SAY: Read the article and determine the general subject.
2. DISCUSS: Does the Bible have anything to say about that topic?
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 to God. The Bible presents us with a total world and life view.

### IV. 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 12 weeks is . . .

#### B. PRAYER

### ***INDEPENDENT STUDY ASSIGNMENTS***

- A. TEXTBOOK: Chapter 1 and Study Questions.
- B. STUDENT JOURNAL: Week 1, Days 1-5
- C. ASSIGNED PROJECTS
  - FIVE ARTICLES
  - WORLDVIEW PUZZLE BULLETIN BOARD
  - SUMMARY OF *SOUL OF SCIENCE*
  - ORAL REPORT ON Christian Scientists

I. INTRODUCTION:

- A. PUZZLE ACTIVITY: Hand your student the envelope with the puzzle pieces inside.
1. SAY: **See if you can put the pieces of this puzzle together to form a square. You'll have 30 seconds to work on it.**
  2. Stop after 30 seconds and SAY: **Would it help if you had this?** Show the copy of the completed puzzle. (Yes) **Why?** (Because we know what the completed puzzle looks like.)
  3. SAY: **I'll call this picture of the completed puzzle the "Big Picture." Write the words, "BIG PICTURE," above the puzzle. Once you see the "big picture," it's easy to see how the smaller parts fit together.**
- B. ASK: **If this whole puzzle pictured your life, what would the individual pieces represent?** List on the paper with the puzzle as your student responds: relationships, education, faith in God, family, church, etc., as you draw lines to the various pieces.
- C. SAY: **Our problem is that we tend to only think of the individual pieces, the fragmented parts of life scattered about. We don't think about how they fit into the larger picture of life. The fact is all of these ideas are interconnected, forming a larger view of life.**
- D. TRANSITION: **What is the "big picture" that makes sense of and gives meaning to the individual parts? In order to understand this, we need to define a new word. That word is "WORLDVIEW." Write the word "WORLDVIEW" across the puzzle. But exactly what is a "worldview?"**

II. WORLDVIEW DEFINITION:

- A. *MY WORLD VIEW* SONG: Hand out a copy of *My World View* 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.

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. COLOSSIANS 2:6-8: Have your student turn in his Bible to Colossians 2:6-8 and read the verses aloud. DISCUSS the following:
    - (1) ASK: **What is meant by the terms philosophy, empty deception, and human tradition?** (Various answers.)
    - (2) ASK: **In what ways are we captured by philosophies that stem from human tradition?** (Various answers.)
    - (3) ASK: **How is Jesus the basis for building a worldview or biblical philosophy of life?** (Jesus is the "root" from which we build up our understanding of the world.)
  4. SUMMARY: Summarize what has been said so far concerning a definition of worldview and how Jesus relates to developing a worldview. HINT: Do not give away the answer to the question you are about to ask next.
- 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: Have your teen mentally draw a line down the middle of the table. Select each article, one at a time, that you have previously cut out of this past week's newspapers.
  1. SAY: **Read the article and determine what the article is about, not the particular details, but the general subject.**

Copyright © 2002 by Summit Ministries

Permission is granted to print this page for the personal use of the person leading this study.

- a. **For example, if the article is a wedding announcement, it doesn't matter who the two people are that are about to be married, but what we are looking for is the general idea of marriage.**
  - b. **Next, 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. If you think that the article does not relate to the Bible, then place it to the right side of the table.** Allow time for your child to place each article on the table without your aid.
2. "RELATES TO THE BIBLE" SIDE: Start with one of the articles on the "Relates to the Bible" side. ASK: **What is this 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 to articles and ask the same questions, prompting where needed, until all the articles on that side have been discussed.
  3. "DOES NOT RELATE" SIDE: Next, discuss each of the articles on the "Does NOT Relate to the Bible." ASK: **What is this 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 your teenager how the general subject of each article relates to one of the categories of this course. Don't show him the handout, "Categories that make a Worldview," yet, but use it as your mental guide in summarizing the subject of each article.
  4. 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 can draw 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.**
  5. NOTE: Try to find articles that relate to each of the ten categories of this study. It will help if you 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 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.

6. 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 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 on primarily 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 your child each of the ten categories that make up a total worldview

NOTE ON THE ARTS: Some may ask where the arts (the visual and performing arts, 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. This course of study does not specifically focus on the arts, although we use examples from movies and music to illustrate the worldviews being presented. For

Copyright © 2002 by Summit Ministries

Permission is granted to print this page for the personal use of the person leading this study.

more information on a Christian approach to the arts, see endnote #4 in chapter 1 of the text, *Thinking Like A Christian*.

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. Give your child the worksheet, "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 the student 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. PERSONAL APPLICATION:

- A. SAY: **Turn in your Bible to 1 Chronicles 12:32.** Read it aloud.
  1. ASK: **We are told that this small tribe in Israel was characterized by two things. What are they?** After he responds summarize by SAYING: **First, they understood the times. Second, they knew what their nation should do.**
  2. SUMMARIZE: **Our goal for the next 12 weeks is to show how the Bible formulates 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 with your life*. You will learn how God can use you to influence every area of society!**

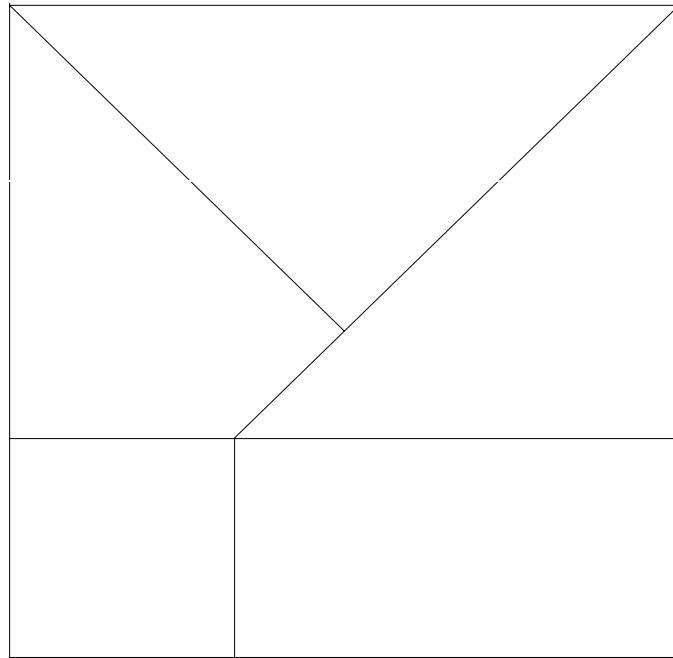
- B. PRAYER: Pray for God to increase our understanding of the times in which we are living and for God to show us what we should do.

⇒ **NEWS ARTICLES:**

Keep the newspaper articles used in this lesson and have them available for the review session for your teen to tape in the appropriate sections of the worldview puzzle bulletin board.

**PUZZLE ACTIVITY:**

**Make a copy, cut apart all five pieces of the puzzle and place in an envelope.**



# 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.

Copyright © 2002 by Summit Ministries

Permission is granted to print this page for the personal use of the person leading this study.

# genesis *study*

Read each of the following passages from Genesis and write in the worldview category or categories that relates 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 the 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

*NOTE TO TEACHING PARENT: 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 the 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

## *categories that make a* **WORLDVIEW**

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

LESSON ONE: WORLDVIEW THINKING**REVIEW SESSION: INSTRUCTOR GUIDE**

For the review session, you will need a copy of the chart, "God's Creative and Redemptive Orders" located at the end of these REVIEW SESSIONS.

1. **SUMMARY: Ask** student to briefly review the main ideas from the first lesson. See if he can summarize the lesson in a short sentence (i.e., The Bible relates to all of life.). Refer to **Colossians 2:6-9** and discuss how Jesus relates to our worldview.
2. **ANY QUESTIONS? Ask** if there are any questions from student's individual study during the week. Add your comments as a summary and move on to another question or the next point in the review session.
3. **SCHAEFFER QUOTE:** Mention the following quote from Schaeffer as you point to the bulletin board and review the ten disciplines: "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). **Discuss** how this "bits and pieces" focus is true for others, as well as personally.
4. **ARTICLES:** Have your teen share articles gathered from various sources. Discuss the placement of each article under a worldview category. Then have the student tape the article on the bulletin board in the appropriate piece of the puzzle.

NOTE: This exercise is not an exact science. The article may relate to several areas. Lead your teenager to decide which is the primary category or discipline. Students will get better at this as they learn more about the 10 categories. The purpose here is not necessarily to debate which area is the best, but to encourage your student to think Christianly about every aspect of life.

5. **SECULAR vs. SACRED AND REDEMPTIVE ORDER CHART:** Remind your student of the exercise where articles were placed on either side of the table marked "Relates to the Bible" and "Does not relate to the Bible." During the week in the *Student Journals* your student explored the issue of the difference between the secular and the sacred. Relate those two exercises to show that they both 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.

## ***The Biblical Christian Worldview***

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

### **1. INTRODUCTION to a Biblical Worldview**

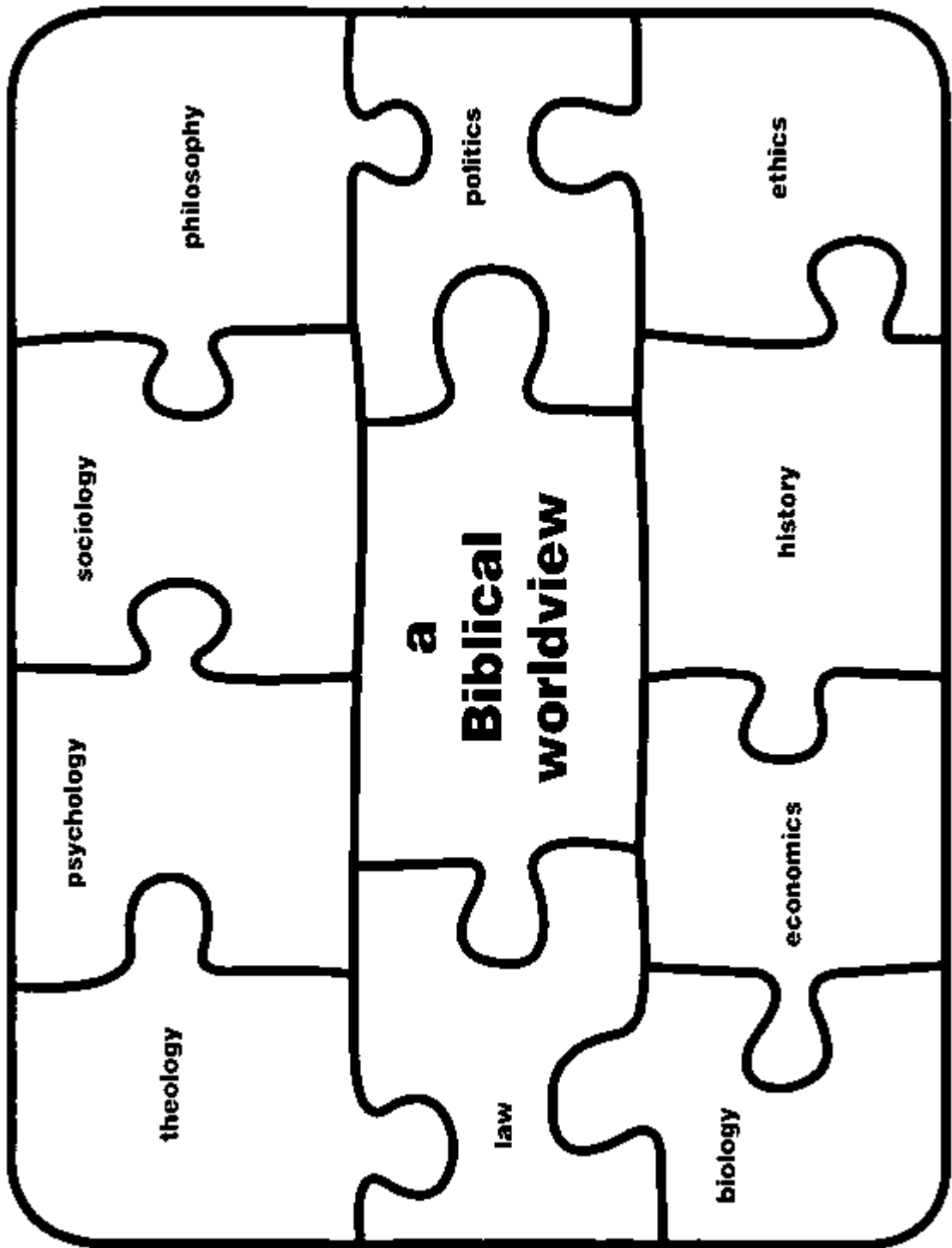
- a. Many people believe that \_\_\_\_\_ should remain private and should have nothing to say about philosophy, politics, psychology, economics, biology, or law. Religion should be kept out of the public square.
  
- b. But the \_\_\_\_\_ speaks to every area of life.
  - i. Genesis 1:1 — theology, philosophy
  - 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 Video Note-Taking: Instructor Guide***

### **1. 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.
  
- b. 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:

Sample bulletin board idea



## God's Creative and Redemptive Orders

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

# **LESSON 1: WORLDVIEW THINKING**

## Assignments and Study Questions

### STUDENT

#### **STUDENT ASSIGNMENTS**

- TEXTBOOK:** Read Chapter 1 and answer the Study Questions.
- STUDENT JOURNAL:** Complete the five exercises in the Student Journal (Week 1, Days 1-5).

#### **PROJECTS**

(Your teaching leader will give specific instructions regarding these projects):

- FIVE ARTICLES:** Look through newspapers or magazines and select five articles you find interesting. Think about the big idea of each article. Does it fit into one of the ten worldview categories? Which one? Write the category at the top of each article. Bring the articles to the review session at the end of the week.
- WORLDVIEW PUZZLE BULLETIN BOARD:** *Before the Review Session* use a bulletin board or large piece of paper, 3'X5', to draw a large puzzle with 10 pieces. Label each piece with one of the worldview categories, i.e. Theology, Philosophy, etc. See "Sample Bulletin Board" in the *Resources and Handouts* document. Each week, you will be finding articles or ideas that relate to the discipline being studied that week 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.***
- SUMMARY OF *THE SOUL OF SCIENCE*:** DIGGING DEEPER EXERCISE from the *Student Journal*, Week 1, Day 4. 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.

- ORAL REPORT ON SCIENTISTS:** Study the lives of such 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](http://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.

**STUDY QUESTIONS: CHAPTER 1**

The following questions will help you focus on the assigned reading from the textbook. On a separate sheet of paper, record your answers to each question as you read the chapter. (Your teaching leader will provide any additional instructions.)

1. How does 1 Chronicles 12:32 serve as the basis for this study of worldviews?
2. How should the term "worldview" be defined?
3. What are the advantages of dividing a worldview into the ten disciplines used in this course?
4. What are some reasons supporting the idea that the Bible presents a consistent and total worldview?
5. In what ways does God's "creative order" reveal the ten categories of a worldview?
6. How does Jesus Christ fulfill the role of Redeemer in each of the ten categories of a worldview?
7. **THOUGHT QUESTION:** One of the goals in studying worldviews is to be better equipped in communicating the gospel to people who have been captured by deceptive philosophies. How does 2 Corinthians 10:3-5 relate to this task?

## **WEEK 2: 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, the 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 fact that "God is!" and that He has certain attributes.

In this second lesson, the student is 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 all of 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 the student is 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 this lesson.

- Make copies of the three worksheets, "What is the nature of God?," "How God Relates To Me," and "My Christian Worldview of Theology."
- Have a pencil available for note taking and a Bible.

### **LESSON OUTLINE**

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

## LESSON TWO: THEOLOGY TEACHING OUTLINE

- I. REVIEW ARTICLES
- II. INTRODUCTION
  - A. SCENARIO: **Hindu asks, "What is your God like?"**
  - B. **This question deals with which category?**
  - C. HOUSE ILLUSTRATION: **What is the most important part of a house?**
  - D. WORLDVIEW PUZZLE. **Which of the ten categories is foundational? Why?**
  - E. TRANSITION: **Theology: "What about God?"**
- III. WHAT ABOUT GOD?
  - A. DIAGRAM: WHAT ABOUT GOD?
  - B. 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. TRANSITION
- V. THREE CHARACTERISTICS OF GOD
  - A. THE THREE "Rs" WORKSHEET
- B. DISCUSSION
  1. GENERAL QUESTIONS
    - a. **What is a person like who is good at relating to other people?**
    - b. **How would a righteous person act in private or in public?**
    - c. **What is a ruler like?**
  2. "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.**
- VI. PERSONAL APPLICATION
  - A. "HOW GOD RELATES TO ME" HANDOUT
  - B. MY WORLDVIEW: Fill in the blanks
  - C. CLOSING REMARK: **In the coming weeks, we will build on our foundation of Theology as we spin the implications for each category of a worldview.**

### INDEPENDENT STUDY ASSIGNMENTS

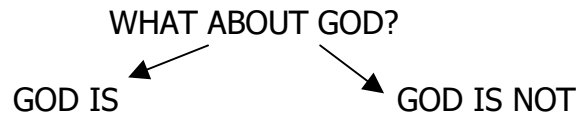
- A. TEXTBOOK: Chapter 2 and Study Questions.
- B. STUDENT JOURNAL: Week 2, Days 1-5
- C. ASSIGNED PROJECTS
  - EXPLORING THE WORLD OF IDEAS: 4 examples.
  - ON THE STREET: "What is your concept of God?"
  - SUMMARY OF PAGAN INFLUENCE ON N.T.

I. INTRODUCTION:

- A. SCENARIO: NOTE: Personalize the following scenario to fit your teaching situation: SAY: **Imagine that you are introduced to a new (guy/girl) in the neighborhood. During your conversation, she mentions that she is from India and is a devout Hindu. You respond that you are a Christian. She asks you a question: "What is your God like?" What do you say?** (Various answers.) Do not critique your student's responses at this time.
- B. SAY: **This question, "What is God like?" is one of the most basic questions that a person can ask. In fact, it forms the basis for the rest of one's worldview. When we ask this question, we are dealing with which of the 10 worldview categories?** (Theology.)
- C. HOUSE ILLUSTRATION: Draw a simple outline of a house, 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—SAY: **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 a firm foundation.**
- D. WORLDVIEW PUZZLE. Point to the worldview puzzle 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.)
- E. TRANSITION: **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?"**

II. WHAT ABOUT GOD?

- A. DIAGRAM: Draw the following diagram 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. 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, or not believing in God. As you can imagine, the way you answer this first question will affect how you view a lot of other areas.**
- B. WORKSHEET: Hand out the worksheet, "What is the nature of God?" Direct your student to look at the quote on the top of the sheet and read it aloud: **"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. Schwartz (quoted in *Thinking Like a Christian*)
  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 worldview puzzle. 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: **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.** For example: Biology. Then ask 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 how an atheist might answer that same question. Then 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 your student if she gets stuck on an answer.

3. *NOTE: Do not get into a long discussion on any of these areas at this point.* You do not have time to cover all ten categories. 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.**

C. **TRANSITION: Since our focus during this series is on the biblical view of life, we will begin with the assumption that "God is." In your *Student Journal* this week you will learn three reasons why believing in God makes sense. For now let's consider the second part of the question of Theology: "What is the nature of God?"**

### III. GOD'S REVELATION TO US:

- A. **SAY: The Bible tells us that God has chosen to reveal himself to us in two ways: general revelation and special revelation. Let's consider each of these for a moment.**
  1. *NOTE: More detail will be given in the *Student Journal*. This lesson simply introduces the key ideas.*
  2. **ASK: GENERAL REVELATION refers to the created order, or the world of nature. How is God's character revealed through the natural world?** (The design, the orderliness, the beauty, etc. in the cosmos—all reflect God's character.)
    - a. **ASK: When we look at the natural world, can we know general things about God or specific things about Him?** (General things.)
    - b. **ASK: What do we need in order to find out specific things about God?** (The Bible.)
  3. **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.**

- B. 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.**

IV. THREE CHARACTERISTICS OF GOD

A. SCRIPTURE SEARCH:

1. READ each passage from the first set and DISCUSS what each passage reveals about God. Then, summarize these ideas into one overall word that describes this characteristic of God.
2. THE THREE Rs: After your student completes all three summary statements, show her how the *suggested* three "Rs" listed below *summarize* each biblical passage. Write "Relational," "Righteous," and "Ruler" under the heading "God is. . .":
3. 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.

4. **GOD IS RELATIONAL:**

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

5. **GOD IS RIGHTEOUS:** (NOTE: All three passages mention God's "Righteousness.")

- a. 2 Timothy 4:8
- b. Ezra 9:15
- c. Daniel 9:14

6. **GOD IS RULER:**

- a. Genesis 17:1 - ("Almighty" means that God has the power to rule.)
  - b. Jeremiah 32:17 - ("Sovereign" means that God has the ability to rule.)
  - c. Matthew 19:26 - ("All things are possible" means that God rules over everything.)
- B. DISCUSSION: Ask leading questions to help your student 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 who 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 act 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 "GOD IS . . .": **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 did. We could live as we please and not worry about what God thought.)
  - (2) **Can you think of an illustration in real life that would help us picture what this would be like?** (For example: if 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 shout out, 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 "R's" (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 uniquely."** 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 forms 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. MY WORLDVIEW: SAY: **Using the worksheet titled "My Christian Worldview of Theology," fill in the blanks as we review together the aspects we have covered in a Christian worldview of Theology.** Help your student fill in the blanks in her paragraph. The paragraph should read: "My Christian worldview of theology states that **God is**, that I come to know Him through **special** and **general** revelation, and that He is the God of the **Bible**. My Christian perspective of theology also insists I must know Jesus Christ as Savior and Lord of **my own** life. I should seek growth in the personal application of biblical teaching to every aspect of life. In the Bible, God is revealed as **relational, righteous, and ruler**. Theology is at the **foundation** of every worldview, and **Jesus Christ** is the foundation of a Christian worldview."

- C. CLOSING REMARK: Point to the Worldview puzzle and SAY: **In the coming weeks, we will build on our foundation of Theology as we spin the implications for each category of a worldview.**

# 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 characteristic of God.

**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.

# My Christian worldview of Theology

My Christian worldview of theology states that \_\_\_\_\_, that I come to know Him through \_\_\_\_\_ and \_\_\_\_\_ revelation, and that He is the God of the \_\_\_\_\_. In order to know God, I must know Jesus Christ as Savior and Lord of \_\_\_\_\_ life. I should seek growth in the personal application of biblical teachings to every aspect of life. In the Bible, God is described as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Theology is at the \_\_\_\_\_ of every worldview, and \_\_\_\_\_ is the root of a Christian worldview.

LESSON TWO: THEOLOGY

## REVIEW SESSION: INSTRUCTOR GUIDE

1. **THEOLOGY'S QUESTIONS.** DISCUSS: **What are the key questions "theology" answers?** (Is there a God? and what is the nature of God?)  
ASK: **How would you summarize the answers to those questions?** (A Christian worldview of theology says, God is! God reveals Himself through general and special revelation and He is relational (personal and wants to relate to us), righteous (Holy, Just and Judge and has moral standards for our lives), and rules (He is all-powerful, Creator and has the power to become a man in the person of Jesus Christ).)
2. **GENERAL REVELATION.** ASK: **How does General Revelation help us know that God is real?** (Review Days 2 & 3 in the *Student Journal* on "Watches, Minds and Morals.") **What is a limitation of General Revelation?** (It is not specific enough in giving details about God's character and redeeming love.)
3. **THE THREE "Rs".** ASK: **To which of the three "Rs" (Ruler, Relational, & Righteous) does God's moral character belong and why?** (Righteous, because it is the moral standard by which we evaluate all moral decisions.) ASK: **How does God's righteousness affect your life?** (Because God is righteous, we should live righteous lives. Also, because God is righteous, His justice demands payment for our unrighteousness (sin), which sets the stage for Jesus' death on the cross in our place.)
4. **JOAD QUOTE.** Tell your child 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* before his death in 1953. Write the following sentence on the board and have the student 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 worldview connections and the fact that all the pieces fit together to form a coherent whole (refer to the pieces of the worldview puzzle).
5. **SPECIAL REVELATION.** ASK: **What is so special about special revelation?** (In the Bible, we learn the specifics about God's love and forgiveness through Jesus Christ.) **What does the Bible reveal about other attributes of God's character?** (See Days 4 & 5 in the *Student Journal*: God is personal, with characteristics of love, sorrow, satisfaction, grief, anger, jealousy, etc.)

## ***The Biblical Christian Worldview***

1. THEOLOGY: \_\_\_\_\_
  - a. EVIDENCES FOR THE EXISTENCE OF GOD:
    - i. Cosmological argument: Everything has a \_\_\_\_\_; therefore, everything has a beginning. 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***

### 1. THEOLOGY: Theism

#### a. EVIDENCES FOR THE EXISTENCE OF GOD:

- i. Cosmological argument: Everything has a beginning; therefore, everything has a beginning. 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.

## **LESSON 2: THEOLOGY**

### **Assignments and Study Questions**

### **STUDENT**

#### **STUDENT ASSIGNMENTS**

- TEXTBOOK:** Read Chapter 2 and answer the Study Questions below.
- STUDENT JOURNAL:** Complete the five exercises in the Student Journal (Week 2, Days 1-5).

#### **PROJECTS**

(Your teaching leader will give specific instructions regarding these projects):

- EXPLORING THE WORLD OF IDEAS:** 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? Bring 4 examples to the Review Session on Friday.
- ON THE STREET:** Pick 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?'" Report the response during the review session on Friday.
- SUMMARY OF PAGAN INFLUENCE ON N.T.: DIGGING DEEPER EXERCISE** from Day 4. 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 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&PaganReal.htm](http://www.summit.org/Resources/NT&PaganReal.htm). Write a one-page summary of Nash's main arguments.

**STUDY QUESTIONS: CHAPTER 2**

The following questions will help you focus on the assigned reading from the textbook. On a separate sheet of paper, record your answers to each question as you read the chapter. (Your teaching leader will provide any additional instructions.)

1. What are the two foundations of Christian theism and how are they defined?
2. What is the difference between general revelation and special revelation?
3. What are some evidences for divine inspiration of the Bible?
4. According to Christian theology, God is a personal Being. How does this characteristic of God fit into the whole of Christian theology?
5. How do the twin concepts of God as Judge and God as Redeemer relate to biblical theology?
6. In what way is biblical theology "Christ-centered"?
7. THOUGHT QUESTION: Some skeptics and atheists insist that the Bible is full of fables. How would you defend the divine inspiration of the Bible?

## **WEEK 3: 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, the student should be able to

- . . . know why ideas have consequences.
- . . . 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 some students. 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 things?" 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, 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 idea of "what is real" and stresses the principle that IDEAS HAVE CONSEQUENCES. This echoes the biblical principle of "sowing and reaping." 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.

During their daily journal entries this week, students will answer the question, "How do I know what is real?" The "How do I know?" issue will be reinforced during the review section for this lesson.

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

### **LESSON PREPARATION**

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

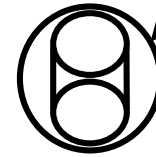
CREATIVE TEACHING ACTIVITIES AND HANDOUTS: Activities, worksheets, and handouts are located at the end of this lesson.

- For introducing the lesson, have the three pictures (A1, A2, & A3) ready to show. They are located at the end of this lesson.
- Bring a stovetop style coffee pot as an object lesson.
- Make a copy of the worksheet, "My Christian Worldview of Philosophy."
- Have on hand a 3 X 5 card and pencil.

### **LESSON OUTLINE**

NOTE: Words printed in **bold type** are only suggested dialogue for the teaching parent as a model for how the lesson might be verbalized. Suggested answers to the questions are in (parentheses). DURING THE LESSON, YOU SHOULD *NOT* READ DIRECTLY FROM THE LEADER'S GUIDE. A *TEACHING OUTLINE* TO USE WITH YOUR STUDENT IS PROVIDED.

**LESSON THREE: PHILOSOPHY  
TEACHING OUTLINE**



THE TOTALITY OF  
REALITY =  
SUPERNATURALISM

I. INTRODUCTION

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

II. LIVING IN THE REAL WORLD

- A. DEBATE
  - 1. **People can fly?**
  - 2. ASK: **How can you decide?**
  - 3. OPTIONAL JOKE:
- B. SUMMARY
  - 1. BELIEF LEADS TO BEHAVIOR.
  - 2. BEHAVIOR HAS CONSEQUENCES.

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?**

C. WHICH REALITY IS REAL?

- 1. NATURALISM
- 2. NON-NATURALISM
  - a. COFFEE POT VISUAL
- 3. SUPERNATURALISM
  - a. 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. PERSONAL APPLICATION

- A. IDEAS RULE
- B. MY WORLDVIEW WORKSHEET
- C. SCHAEFFER QUOTE
- D. WRITE-A-PRAYER

**INDEPENDENT STUDY ASSIGNMENTS**

- A. TEXTBOOK: Chapter 3 and Study Questions.
- B. STUDENT JOURNAL: Week 3, Days 1-5
- C. QUIZ #1 on Friday
- D. ASSIGNED PROJECTS
  - EXPLORING THE WORLD OF IDEAS
  - OUTLINE ON NATURALISM

I. INTRODUCTION:

A. COLOSSIANS 2:8-10:

1. Have your child turn in his Bible to Colossians 2:8-10. Read the verses aloud and point out the connection made in vs. 9 and 10. **DISCUSS: Discuss the fact that Christ is the fullness of Deity and that He lives in all of us. ASK: What does that imply about our ability to live pleasing to God, resist temptation, etc.?**
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.

B. 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 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 your child 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!**

C. 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.**

D. 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. DEBATE:

1. SAY: **Let's say that I have the idea that people can fly like Superman. Let's have a mini-debate. What would you say to try to convince me that I am wrong?** Don't let them stop with just the obvious. (For example, you could point to the fact that we see Superman and Mary Poppins flying on T.V., so it is possible for people to fly! If your child objects that what you see on T.V. is just made to look like someone is flying, then you rebut by saying that how does he know that men walked on the moon? That was shown on TV, too. Maybe it was just made up!) After four minutes of interaction, stop the debate.
2. ASK: **How can you decide which idea is the correct view of life?** (Have somebody try it.) **The ideas we have are very important because our belief leads to our behavior. If you were convinced that you could fly, then you would try it. You might jump off the top of \_\_\_\_\_** (name a tall building that is a landmark in your area). **But if you did, you would suffer the consequences of believing something that is not true because your belief does not fit the real world.**
3. OPTIONAL 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!"** 😊

B. SUMMARY: **So far then, we've determined two things:** Write on the board or sheet of paper the words in ALL CAPS.

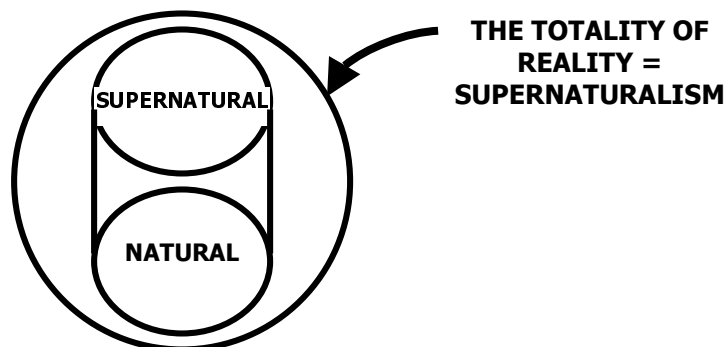
1. BELIEF LEADS TO BEHAVIOR. **The way you believe (ideas) determines how you are going to behave (act).**

2. BEHAVIOR HAS CONSEQUENCES. **Your behavior leads to consequences (natural as well as spiritual). These consequences can be either good or bad. So the point is, we want to be sure to base our behavior on reality.**

III. WHAT IS REAL?

- A. PHILOSOPHY: SAY: **This brings us to the 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 or paper 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 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 friends)! 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 what atheists believe.**
  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.** Read the following verses:
- 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.)
  - b. Rom. 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?** Have your 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:

a. SAY: **Let's start with the option that all is natural. Let's say that I believe that nature is all there is to reality. O.K., see if you can convince me that I am wrong. What would you say in this situation?** Allow a few minutes for debate/discussion.

2. NON-NATURALISM:

a. SAY: **Now you take the role of the Hindu or New Ager who believes that reality is non-natural and what we see in this life is just an illusion. I will try to help you understand that this idea does not fit what we know about the real world.**

b. 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 child 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.**

3. SUPERNATURALISM. ASK: **What can we say to support the idea that supernaturalism best describes reality? I want to ask a question. Do you have a mind?** (Yes.)

a. 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: A perceptive student 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. PERSONAL APPLICATION:

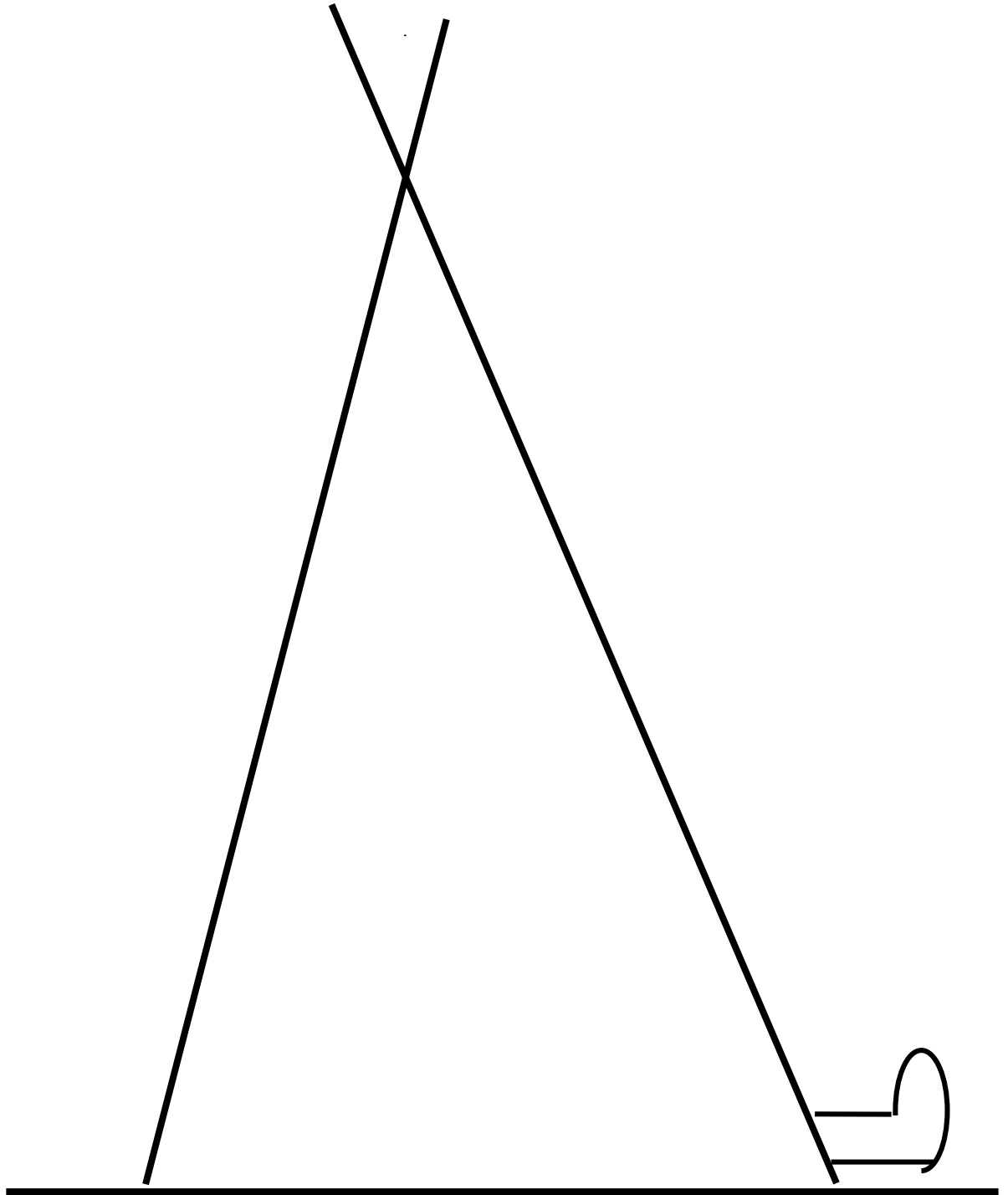
- A. **IDEAS RULE. SAY: What we are coming to understand through these lessons is that ideas rule the world. The ideas rolling around in your head determine how you act and respond to events you encounter. There are certain foundational ideas upon which people build their lives. Last week we learned that God rules over His creation. This week, we learned that, as far as it concerns ourselves and society—Ideas rule!**
- B. **MY WORLDVIEW. SAY: Using the worksheet, "My Christian Worldview of Philosophy," fill in the blanks as we review the content of our lesson.** Help your student fill in the blanks in his paragraph. The paragraph should read: "My Christian worldview of

philosophy states that God, nature and our minds are **real**. In other words, I recognize the **supernatural** as a reality. I know what truth is because the **Bible** is my source of truth. God's Word, the Bible, is **unique, reliable, and God-breathed.**"

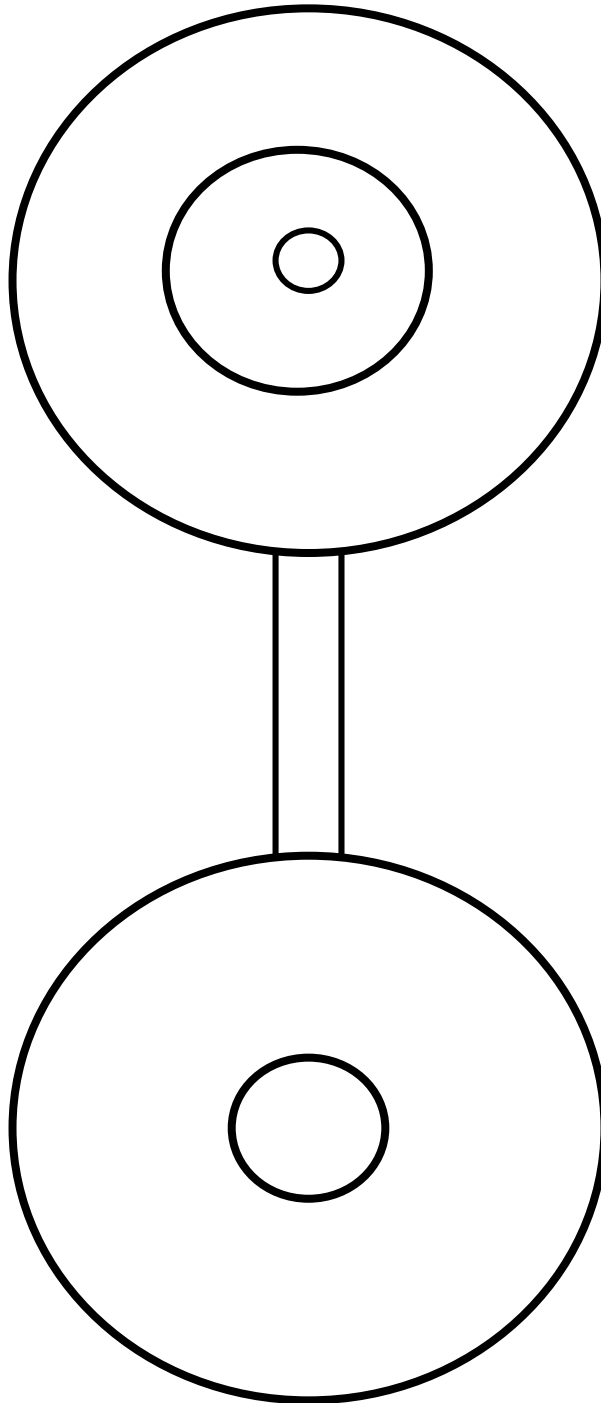
- C. SCHAEFFER QUOTE: SAY: **Take a 3 X 5 card and write this sentence on the front of it.** Read the sentence as your child copies. ***The truth of Christianity is that it is true to what is there.*** The late Francis Schaeffer wrote that statement in his book, ***He is There and He is Not Silent.*** We know from looking at the real world that **God must be there.** Relate this statement to the example using the coffee pot earlier in the lesson.
- D. 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.** Wait a few minutes and lead in prayer.

**NOTE: The first QUIZ is scheduled for Friday. Your student is reminded of this on his Assignments handout for Chapter 3.**

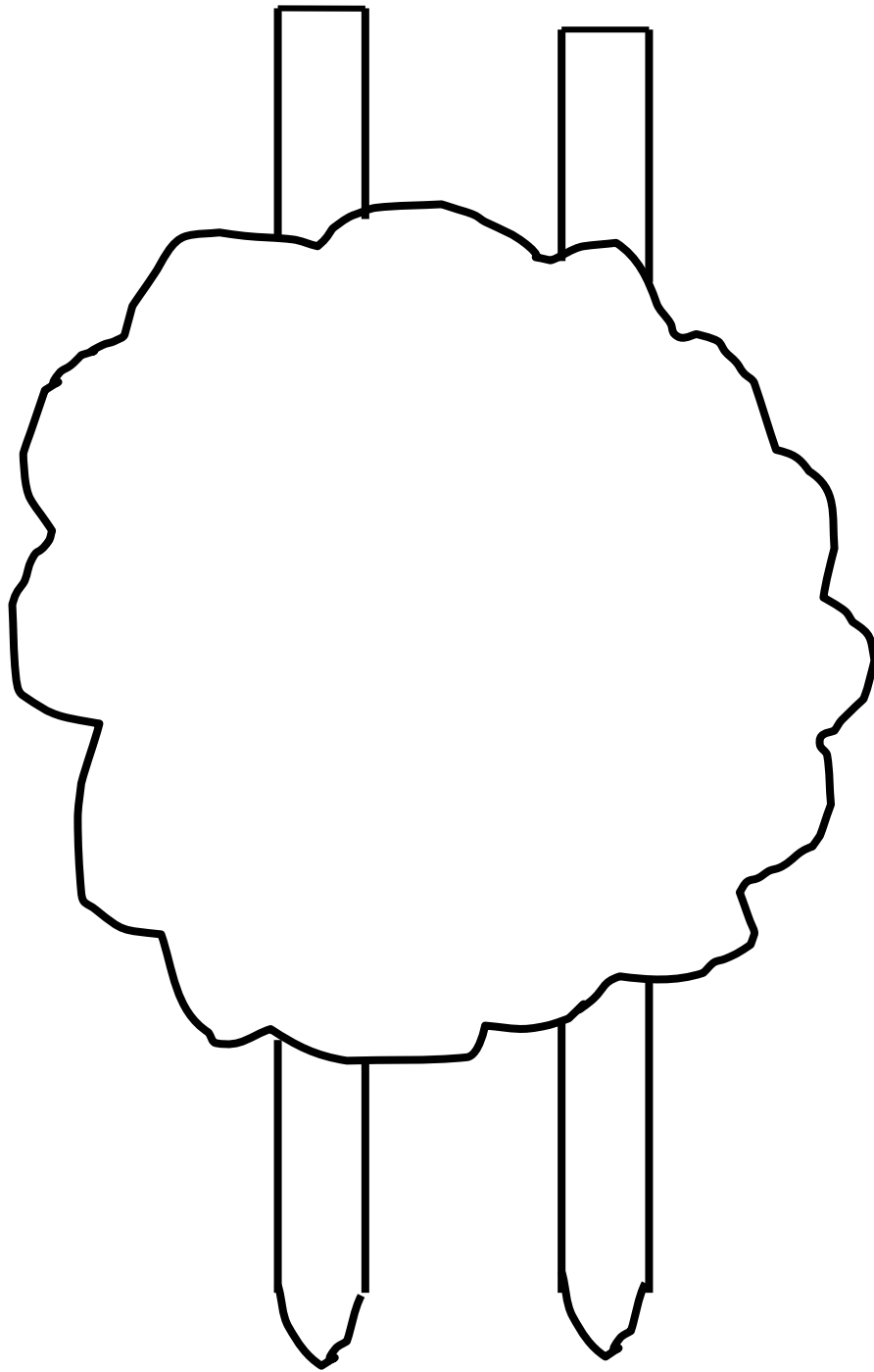
**A1**



**A2**



**A3**



# My Christian worldview of Philosophy

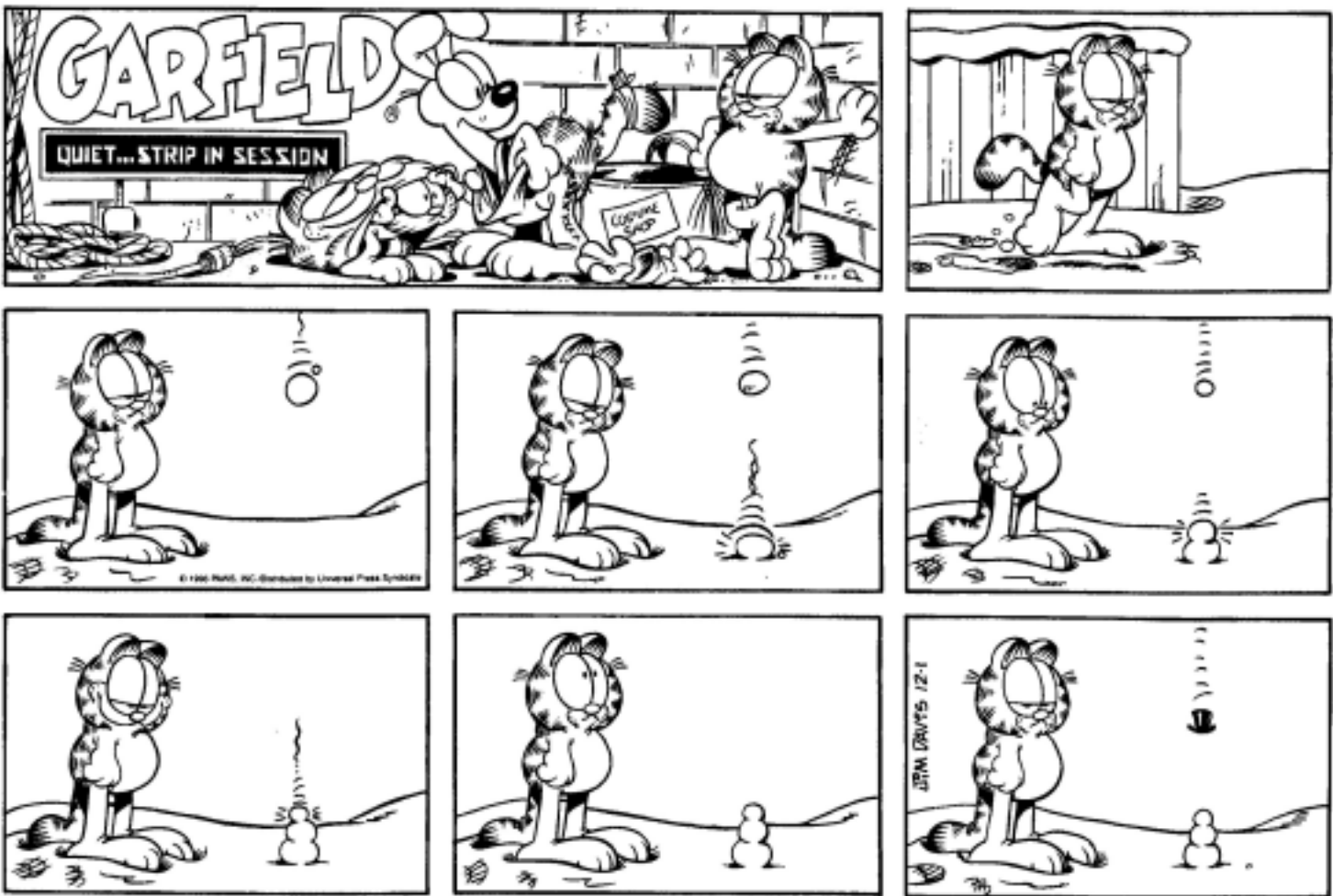
My Christian worldview of philosophy states that God, nature, and our minds are \_\_\_\_\_. In other words, I recognize the \_\_\_\_\_ as a reality. I know what truth is because the \_\_\_\_\_ is my source of truth. God's Word, the Bible, is \_\_\_\_\_, and \_\_\_\_\_.

LESSON THREE: PHILOSOPHY

## REVIEW SESSION: INSTRUCTOR GUIDE

1. **GARFIELD CARTOON:** Show the Garfield cartoon on the next page as you ASK: **Why is this cartoon funny?** (Various responses.) 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.
2. **REVIEW ARTICLES:** Review with your student articles gathered from various sources. Discuss the worldview being presented and in what ways it does not fit the real world.
3. **WHAT IS REAL? SAY: In our study of philosophy what did we discover concerning what the Bible says about reality?** (God is real [supernatural], nature is real [natural world] and my mind is real [rationality].) You may want to redraw the illustration of the two circles within the larger circle of reality from the lesson.
4. **HOW DO I KNOW?** Point to the worldview puzzle piece labeled "Philosophy" and SAY: **In your *Student Journal* you answered a *second philosophical question*: "How do I *know* what is real?" What are the three possible ways to answer that question? Evaluate the merits of each one.** (#1: SCIENCE: Nature told me so. We find out about our world by studying it. #2: INTUITION: I told me so. We sit around and just "think" about it. Our knowledge of the world comes from within ourselves. #3: REVELATION: God told me so. Our knowledge of the world comes from outside of ourselves, from a supernatural source, i.e. God.)
5. **WHAT ABOUT THE BIBLE? SAY: When a Christian claims that the Bible is from God, this leads to another question. Can you think of what that question might be?** (There are other books that claim to be God-inspired, i.e. the Koran, the Hindu sacred writings, the Book of Mormon, etc. So the question is: How do I know that the Bible is the source of truth?)  
DISCUSS: Lead a discussion summarizing what the student discovered during the week in his *Journal* and reading in the text concerning why the Bible is considered the source for God's truth. He should mention the Bible's uniqueness, reliability, and the resurrection of Jesus as three of the major areas that confirm the Bible is God's inspired truth.

### why is this funny?



GARFIELD ©1995 Paws, Inc. Reprinted with permission of UNIVERSAL PRESS SYNDICATE. All rights reserved.

## ***The Biblical Christian Worldview***

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 (HCSB)
  - 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
  - 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 "take captive every thought , making them obedient to Jesus Christ."

## **LESSON 3: PHILOSOPHY**

### **Assignments and Study Questions STUDENT**

#### **STUDENT ASSIGNMENTS**

- TEXTBOOK:** Read Chapter 3 and answer the Study Questions.
- STUDENT JOURNAL:** Complete the five exercises in the Student Journal (Week 3, Days 1-5).
- QUIZ #1:** To prepare for the Quiz on Friday, review chapters 1-3 in the text along with the corresponding study questions and *Student Journal* entries.

#### **PROJECTS**

(Your teaching leader will give specific instructions regarding these projects):

- 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 Review Session on Friday.
- OUTLINE JOHNSON'S CASE AGAINST NATURALISM: DIGGING DEEPER EXERCISE** from Day 2. 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](http://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.

**STUDY QUESTIONS: CHAPTER 3**

The following questions will help you focus on the assigned reading from the textbook. On a separate sheet of paper, record your answers to each question as you read the chapter. (Your teaching leader will provide any additional instructions.)

1. In what way does John 1:1–4, in revealing Jesus Christ as the Logos of God, serve as the foundational concept for biblical philosophy?
2. How do each of the following passages contribute to the need for developing a coherent and consistent Christian philosophy: 2 Corinthians 10:5, Colossians 2:8, and 1 Peter 3:15?
3. Explain the biblical view of ultimate reality.
4. What are the sources of Christian epistemology? Which one is primary and why is it foundational?
5. What is a biblical view of the connection between reason, science, and divine revelation?
6. Describe and defend the teleological argument for the existence of God.
7. What is the mental proof and how does it support the reality of God?
8. Why do some Christian philosophers consider the cosmological argument the strongest of the proofs for the existence of God?
9. What are the limits inherent in the various proofs for God's existence, and what is needed to overcome these limits?
10. **THOUGHT QUESTION:** Which of the proofs for the existence of God do you find most compelling? Imagine you are talking with a friend who is agnostic. How would you help your friend comprehend that God is real and He is a God of love, holiness, and redemption?

**QUIZ #1**  
**Chapters 1 - 3**  
**TRUE/FALSE**

- \_\_\_\_\_ 1. The theme verse for *Understanding the Times* is 1 Chronicles 12:32.
- \_\_\_\_\_ 2. Many notable Christian theologians and philosophers defend the existence of a Christian worldview.
- \_\_\_\_\_ 3. A biblical worldview allows for some aspects of a person's life to be considered sacred, while other areas are secular.
- \_\_\_\_\_ 4. Each of the ten worldview disciplines reflect various aspects of God's creative and redemptive orders.
- \_\_\_\_\_ 5. All worldviews contain a theology.
- \_\_\_\_\_ 6. Christian theism rests entirely on special revelation found in the Bible.
- \_\_\_\_\_ 7. The Christian position is that history, theology, philosophy, science, mathematics, and logic all point to the existence of God.
- \_\_\_\_\_ 8. Special revelation utilizes the "design" argument to explain God's nature
- \_\_\_\_\_ 9. General revelation contains enough information to bring a person to salvation.
- \_\_\_\_\_ 10. Colossians 2:8 supports the idea that our Christian faith is "beyond reason."
- \_\_\_\_\_ 11. All methods of knowing (epistemology) ultimately rely on certain assumptions.
- \_\_\_\_\_ 12. Christian epistemology throws out reason or tests for truth, preferring to rely solely on faith as the basis for knowledge.
- \_\_\_\_\_ 13. The mental proof asserts that the existence of the human mind implies the existence of a Higher Mind—i.e., God.
- \_\_\_\_\_ 14. The idea asserting that the parameters of the Earth were specifically tailored to foster human life is called the teleological argument.
- \_\_\_\_\_ 15. Naturalism declares that only nature exists.

## QUIZ #1 (Lessons 1-3) ANSWER KEY

Quiz #	1	
<b>QUESTIONS</b>	1	T
	2	T
	3	F
	4	T
	5	T
	6	F
	7	T
	8	F
	9	F
	10	F
	11	T
	12	F
	13	T
	14	F
	15	T